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ABSTRACT

The broad objectives of this curriculum are to: (1) develop skills that lead to effective decision making, problem solving, and management in the home, school, community, and workplace; (2) develop concepts and skills basic to home and family responsibilities; and (3) develop personal skills that will enhance employment potential. The syllabus notes that New York State requires that every student complete a home and career skills unit by the end of eighth grade. Performance objectives and supporting competencies are listed for each topic and are mandatory. Following a course overview, four modules are described. The first module deals with process skills, including decision making, problem solving, and management. The second module is on personal development, examining the meaning of self-concept and the relationship of self to others. The third module, on personal and family resource management, examines responsible consumerism, money management, nutrition management, clothing management, and personal environment management. The fourth module is on career planning, and deals with introduction to work, tentative plans, and entrepreneurship. Each module includes an overview; performance objectives with supporting competencies; suggested instructional strategies with emphasis on hands-on activities; and suggestions for students with special needs. (CML)

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HOME AND CAREER SKILLS

Grades 7 and 8

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THE STATE OF LEARNING

The University of the State of New York
The State Education Department
Division of Occupational Education Programs
Albany, New York 12234

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HOME AND CAREER SKILLS

Grades 7 and 8

The University of the State of New York
The State Education Department
Division of Occupational Education Programs
Albany, New York 12234
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HOME AND CAREER SKILLS

DESCRIPTION

Home and Career Skills means a program of instruction primarily through applied activities (which is) designed to prepare students to meet their responsibilities and understand their opportunities as parents or other member of families, consumers, home managers, and wage earners.

Commissioner's Regulations, Part 100. 1984.

SCOPE

This curriculum satisfies the 3/4 unit requirement for Home and Career Skills which is to be completed by the end of Grade 8.

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HOME AND CAREER SKILLS

COURSE OVERVIEW

Major Factors Which Influence the Curriculum:

1. Each individual has a present and future responsibility as a family member, consumer, home manager, and wage earner. These roles change over time but remain interrelated, affecting individuals, families, and work.

2. Today's society is changing so rapidly, both in technological and social aspects, that one must learn to seek ways to gain knowledge and develop skills to enhance the ability to anticipate new needs over a lifetime of work and leisure, community involvement, and satisfying personal and family relationships.

3. Although technology advances and societies change, the basic needs of food, clothing, shelter, and the desire for positive human relationships and satisfying work remain. Striving to improve the quality of life for individuals and families by dealing effectively with the problems of daily living is constant.

4. As daily living becomes more complex, it is increasingly important to encourage *all* individuals to take responsibility for their own lives, to exercise their rights, and to respect the rights of others in the workplace, the community, and at home.

5. Gaining knowledge and skills in the processes of decision making, problem solving, and management; and in the content areas of personal development; consumer skills and money management; nutrition, clothing, and personal environment management; as well as in career planning, is appropriate for all youths in sixth, seventh, and eighth grades. It will enhance the students; ability to deal more constructively with their own life situations in their homes, communities, and work settings, both in the present and in the future.

Purpose and Content

Home and Career Skills is a course designed to help adolescents live in a society of constant change and to improve their quality of life by preparing them to meet their present and future responsibilities as family members, consumers, home managers, and wage earners. When living in a democracy it is important to educate a citizenry which can think constructively, make sound decisions, solve problems, manage resources, and benefit from experience.

The broad objectives of this curriculum are to:

- Develop skills which lead to effective decision making, problem solving, and management in the home, school/community, and workplace.
- Develop concepts and skills basic to home and family responsibilities.
- Develop personal skills which will enhance employment potential.

The course objectives are to be met by applying the principles and process skills of decision making, problem solving, and management to all areas of daily living. These include: 1) Personal Development—awareness of self and relationships with others; 2) Personal and Family Resource Management—consumer skills and money management, nutrition, clothing, and personal environment management; and 3) Career Planning—an overview of work, tentative plans, and entrepreneurship. In Personal Development, students apply decision-making skills to their individual lives and their relationships with others. In Personal and Family Resource Management, students apply their decisions and management skills to the world around them, in terms of what they buy, what they eat, how they dress, and where they live. Career Planning gives students the chance to begin making decisions and solving problems related to tentative career plans. The relationships between the topics and the interdependence on learning gained in other modules is to be made explicit.

Reasoned Action Approach

Throughout the education literature there are many lists of skills and subskills which focus on the development of thinking. While these skills are not specifically listed in the Home and Career Skills syllabus, the decision making, problem solving, management approach clearly uses a rational, logical, thinking skills approach. However, the Home and Career Skills course goes beyond thinking and requires an action component. It is a model for *reasoned action*.

The Home and Career Skills course is based on the belief that the ability to reason, to think critically and creatively, and to reflect on one's actions will *empower students to act responsibly* toward themselves, their families, their peers, and the larger society. This course concentrates on the development of the reasoning skills needed to solve the practical perennial problems of daily living. The desired outcome is *reasoned action*.

HOME AND CAREER SKILLS

Explanation of Terms

Behavior: The collective actions and reactions to specific situations.

Decision making: A process of identifying a situation involving a choice, then analyzing, evaluating and choosing among alternatives in order to make a choice. (See page 12.)

Dovetail: Combine objectives from more than one module/topic together to make a more comprehensive learning experience.

Family: A group of people who are related by blood, marriage, adoption, or a common purpose. They "share some values and goals, responsibility for decisions and resources, and have a commitment to one another over time." (Bliven, G. et al, Home Economics - New Directions II, Washington, D.C.: AHEA, 1975)

Goal: The broad purpose of the module.

Hands-on Learning: A practical experience, applied activity, simulation or laboratory activity in which students are actively involved in gaining and applying knowledge.

Home and Career Skills: A program of instruction designed to prepare students to meet their responsibilities as members of families, consumers, home managers, and wage earners by emphasizng hands-on applied activities.

Knowledge: The accumulation of facts and/or information related to specific topics.

Leadership: The ability to facilitate group interaction in order to gain concensus and commitment to common goals.

Management: A process of implementing and evaluating decisions applied to the use of resources to achieve individual or group goals. Management is decision making plus decision implementation. (See page 12.)

Module: A unit of curriculum which includes related performance objectives and suggested instructional activities directed toward the achievement of a predetermined goal.

Performance Objectives: A statement of a skill, knowledge, or behavior which is to be performed, with the conditions under which this performance will take place and the standards of acceptable achievement. The standard assures requisite ability or competency.

Problem solving: A process of implementing and evaluating decisions in complex situations, often as a result of outside circumstances. It excludes habitual actions. (See page 12.)

Process: An organized series of thoughts and/or actions which enable one to reach a desired outcome.

Reasoned Action: To act after engaging in conherent, logical thought.

Skill: The ability to perform a specific task.

Supporting Competency: A competency that a student must possess before being expected to satisfactorily complete a performance objective. Supporting competencies contain supportive skills, knowledge, and related information and usually are not written in specific, measurable terms.

Learners

Students enrolled in the Home and Career Skills course are likely to be at the beginning stage of early adolescence. This period encompasses an enormous range of individual differences in all areas of development—biological, social, and cognitive. Youths are often preoccupied with puberty, emerging roles, and the self. Families, peer groups, school and work—these contexts all affect the development and behavior of adolescents (Steinberg, L., *Adolescence*. New York: Alfred A. Knopf, Inc., 1985). Since this stage of the life cycle is so intense in character, and as teachers are dealing with subject matter and issues which are personally relevant to students, teachers must keep the significant changes of adolescence clearly in mind when planning, implementing, and evaluating the concepts and skills to be developed throughout the curriculum. (See page 3.)

Instructional Strategies

The Home and Career Skills course is to be taught using a hands-on, experiential approach to learning so that knowledge and skills are applied in a planned, sequential manner in every module. It is recommended that the course be delivered within a laboratory setting and involve a minimum of 75% hands-on instruction. The use of real life relevant tasks, laboratories, simulations, and community involvement is an integral part of the course as is the use of library research, class discussions, and group activities. The student is expected to be actively involved in learning in a participatory, supportive environment and to have the opportunity to practice and develop skills related to the course content. It should be recognized that through the practical hands-on coordinated approach of Home and Career Skills, students come to grips with their responsibility for making choices, for taking action, and also for subsequent consequences.

The instructional strategies listed are only suggestions to give teachers some ideas. Teachers should feel free to modify them or to develop their own learning experiences which will enable their students to meet the objectives. Teachers should make decisions based on student need, the resources available, and other influencing and controlling factors. Criteria for selecting learning activities include: 1) behavior and content indicated in performance objec-

(cont. page 4)

LEARNING CHARACTERISTICS OF DIFFERENT AGE GROUPS

LEARNING CHARACTERISTICS OF JUNIOR HIGH AND MIDDLE SCHOOL STUDENTS	(An example of) ADAPTING CONTENT AND TECHNIQUES TO MEET THEIR NEEDS
Often experience difficulty in carrying out long-range projects; may be restless with short attention span.	Provide variety in content and methods. Work on projects that can be completed in a short period of time or broken down and completed in parts. Encourage active participation in learning.
Inclined to daydream.	Make the most of the tendency by asking students to "dream up" situations and consumer problems to be dramatized and solved in class.
Inclined to be forgetful.	Provide unique reminders for important assignments and activities. Use the bulletin board for announcements and personal notes; provide written notices on a mimeograph or ditto sheet showing when assignments and projects are due during term. (Students can do n. ost of the work involved in getting reminders out.)
Inclined to be enthusiastic and often impulsive.	Create an atmosphere for using enthusiasm and impulse with techniques such as brainstorming, ad-lib skits, word association, self-chosen projects, and assignments.
Experience difficulty in generalizing and may need fairly detailed content outline; but are beginning to develop the ability to analyze, classify, and evaluate.	Work from a well-structured outline with room for further development. Use leading questions and problem-solving approach to help students develop concepts, evaluate them, draw conclusions, and relate material to real-life situations.
Interested primarily in self, but are gradually developing greater interest in the outside world and in family money problems.	Start with problems and interests of students, then on to family, community, and society. For instance, the 12-year old is concerned with his lack of money. Start with this problem and move into a discussion of family money problems, then on to money shortages in the community, and finally allocation and scarcity of resources in our society.
Live primarily in the present - now rather than tomorrow - but are gradually growing more concerned about their future.	Build on present interest and problems. Use as examples the types of things students buy and the problems they have now with money and with immediate and distant future consumer activities.

Source: *Age of Adaptation,*
Chicago: Educator Resources Series, 1971, p.32
Reproduced with permission Sears, Roebuck and Co., 1971

tives and supporting competencies, 2) active student involvement and hands-on experiences, 3) a realistic degree of achievement for the age level, and 4) appropriateness for the time available. The teacher should keep in mind that all performance objectives must be met by the conclusion of the course in grade 8. The "dovetailing" grid which follows should assist the teacher in making sure all objectives are covered.

Evaluation

Evaluations should focus on the application of decision making, problem solving, and management skills to the subject areas of personal development; consumer skills and money management; nutrition, clothing, and personal environment management; and career awareness. Although carefully prepared paper and pencil tests can be effective, additional hands-on, laboratory-type assessments should

DOVETAILING THE TEACHING OF OBJECTIVES FOR HOME AND CAREER SKILLS

It is necessary to select activities which help teach more than one objective, in order to teach the complete course. It may be helpful to you to check off the objectives for each module as you plan your unit of study. This will help you dovetail activities to provide a comprehensive learning experience.

	Obj. 1	Obj. 2	Obj. 3	Obj. 4	Obj. 5	Obj. 6	Obj. 7
Module 1							
Module 2 Self							
Others							
Module 3 Consumerism							
Money Mgt.							
Nutrition Mgt.							
Clothing Mgt.							
Personal Environment Mgt.							
Module 4 Introduction to Work							
Tentative Plans							
Entrepreneurship							

also be a regular means of evaluation. It is the application of the processes (decision making, problem solving, and management) to the knowledge and skills to be gained in each content area which is to be evaluated, not knowledge alone. Evaluations should assess the unique combination of knowledge of content and its practical application for daily living. Evaluations which allow *all* students to demonstrate their competency in applying the process to the content areas should be devised. It is expected that the State will develop a test in the near future which will be helpful for program evaluation purposes.

Facilities and Resources

A separate report is being prepared on classroom facilities and resources and should be referred to for more detail and specificity. In brief, a classroom is needed in which a variety of individual and group activities can take place. It should accommodate the need for *laboratory experiences* related to the required content areas and the application of process skills. It should be equipped with *movable tables and chairs* (not the standard desk/chair combination in rows). *Standard equipment* and *resources* related to teaching personal development; consumer and money management; nutrition, clothing, and personal environment management; and career planning are also needed. While it is convenient for teachers to have their own rooms, it may be necessary for Home and Career Skills teachers to coordinate their plans in order to schedule the use of laboratory space and equipment for particular modules.

Course Scheduling

Part 100.4 of the Commissioner's Regulations (1984) states that *every student must complete ¾ unit of Home and Career Skills by the end of grade 8. This translates into a minimum of 81 hours* of instruction. Some schools may find it convenient to schedule one full unit and are encouraged to do so. The curriculum is comprehensive, and practice is needed in applying the process skills to daily living. The local school is to determine how it will meet the requirement. Instruction should not be given prior to grade 6. It is strongly recommended that the entire course should not be taught in grade 6, but should be taught over at least two grade levels to provide a continuing supervised learning experience in this content area.

There are many ways to schedule Home and Career Skills as long as the minimum requirement of 81 hours of instruction is met. Where time is scheduled beyond the minimum number of hours, additional learning experiences can be selected to enable students to have more practice in applying skills learned in the course to more complex situations. The following chart shows the modules, topics, and time requirement. The time refers to the total number of hours per module. Time for the topics may vary; however, each objective for each topic must be met. A teacher may (should) select learning experiences which meet more than one objective and which can incorporate material from more than one topic. For example, in the Nutrition Management topic, the practical application of information relating food to nutrition, personal develpment and self-concept, and careers associated with the food industry, could form a natural union and help students conceptualize the interrelatedness of the total course.

Since the curriculum can be taught in modular format at several grade levels (6,7,8), the teacher will need to identify the appropriate topics to be taught at each grade

Some possibilities for scheduling the minimum time (3/4 unit) required are:

- Two grade levels,	20 weeks & 10 weeks,	5 days a week,	45 + min./day
- Two grade levels,	10 weeks & 10 weeks	5 days a week,	60 min./day
- Two grade levels,	15 weeks & 15 weeks,	3 days a week,	60 min./day
- Three grade levels,	10, 10, & 10 weeks,	5 days a week,	45 + min./day
- Three grade levels,	10, 10, & 10 weeks,	3 days a week,	60 min./day
- One grade level,	40 weeks,	3 days a week,	45 + min./day
- One grade level,	30 weeks,	3 days a week,	60 min./day
- One grade level,	20 weeks,	5 days a week,	45 + min./day
- One grade level,	20 weeks,	5 days a week,	60 min./day

and differentiate between the level and depth at which the concepts and skills can be taught. It will indeed make a difference whether a particular module is taught in 6th, 7th, or 8th grade. The maturity of the student will affect the level of sophistication which can be achieved in meeting the objectives. *If possible, the course should be taught over two grade levels in order to allow student maturation and experiences related to the course concepts to develop.* This would ensure that students continue to learn and apply decision-making, problem-solving, and management principles to the modules of Personal Development, Personal and Family Resource Management, and Career Planning over a period of time.

TIME ALLOCATIONS

The following chart indicates the module, topic, and time for completing the Home and Career Skills Course.

MODULE	TOPICS	TIME IN HOURS minimum 3/4 unit		maximum 1 unit
PROCESS SKILLS		6	to	12
How Do I Decide?	Decision Making			
How Do I Solve Problems?	Problem Solving			
How Do I Manage?	Management			
PERSONAL DEVELOPMENT		23	to	33
What Makes Me, Me?	Self			
How Do I Relate to Others?	Others			
PERSONAL & FAMILY RESOURCE MANAGEMENT		27	to	55
How Can I Be a Responsible Consumer?	Consumerism			
How Can I Make Money Work For Me?	Money Management			
How Do I Choose What To Eat?	Nutrition Management			
How Do Clothing Decisions Affect Me?	Clothing Management			
What Will I Do With My Living Space?	Personal Environment Management			
CAREER PLANNING		25	to	35
What Does Working Mean To Me?	Overview of Work			
What Kind of Work Can I Do?	Tentative Plans			
How Can I Make Working Work For Me?	Entrepreneurship			
	TOTAL HOURS	minimum 81*		maximum 135**

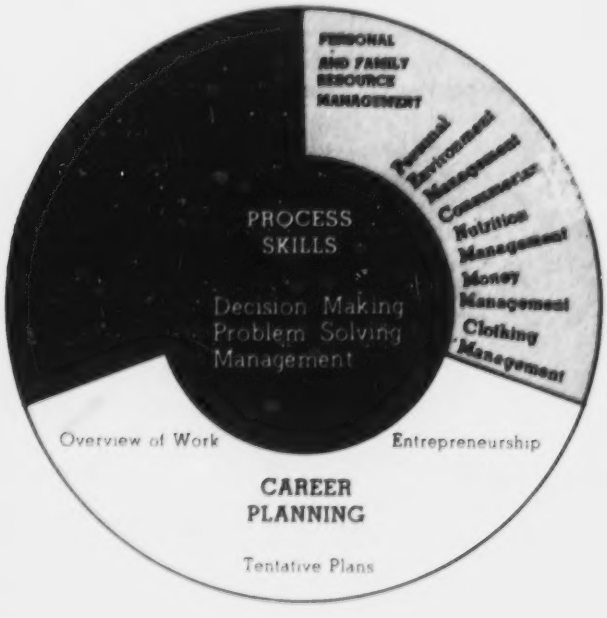
*81 hours is based on 3 hours per week for 135 days per year (3/4 unit)
**135 hours is based on 3.75 hours per week for 180 days per year (1 unit)

HOME AND CAREER SKILLS

Course Organization

Although the curriculum is organized in a modular format, it should be emphasized that the modules are not separate entities. The modules are highly interrelated and interdependent. This provides both teacher and students with many opportunities to weave concepts from other modules into the module currently being studied. For example, the topic "What Makes Me, Me?" in the Personal Development module, is dependent upon the Process module, is part of the Career Planning module, and is closely related to nutrition, clothing, money management and consumerism. The relationships among all of the modules are direct and significant. It is important to keep all aspects of the course in mind and teach in a holistic way.

One of the characteristics of decision making, problem solving, and management is the "domino effect" in which one decision or use of a resource has an impact on another and changes the relationship in a constantly evolving pattern. Thus the concepts in each module flow realistically into each other. This offers a unique opportunity for the teacher to structure learning activities and sequences in an ever widening spiral, tying back to previous modules and anticipating future topics. The roles of family member, consumer, home manager, and wage earner are entwined; and it is appropriate to prepare students to meet their responsibilities and opportunities with a unified approach by providing a challenging, practical application of knowledge which is relevant to students' everyday life tasks.



Performance Objectives

Performance objectives and supporting competencies provide the purposes or goals, indicate the content and depth, identify time blocks, serve as criteria in selecting strategies and learning experiences, and set evaluative measures. Peformance objectives and supporting competencies are listed separately for each topic and should be referred to when planning learning experiences and evaluations. *These objectives are mandatory.* Therefore, strategies should be planned so that students can reach all of the objectives and competencies.

Sequence of Modules and Topics

Module H-1, Process Skills, is an introduction to the process skills of decision making, problem solving and management. These concepts need to be identified in all initial activities as the primary learning. This module is to be taught first since decision making, problem solving, and management are used in every module and topic throughout the course. However, Process Skills is not an isolated topic — one must make decisions about "something" and must manage "something." Thus, to be meaningful, Process Skills must be related to everyday life tasks in which students participate. The tasks should be dovetailed with topics in Modules 2, 3 and 4.

The local educational agency decides the sequence and emphasis of the modules and topics which will follow Module H-1. The modules and topics listed in the "Module/Topic/Time" chart can be presented in the sequence most appropriate to local students. This "free" sequencing provides an opportunity to distribute and combine topics with appropriate *hands-on activities* throughout the course and grade levels. Unique needs of a class can be met immediately without waiting for the completion of three other units.

This organizational structure has been established to provide a commonality in the education of students enrolled in Home and Career Skills across New York State. Local schools can plan an individualized course within the flexibility of the course framework.

Special Populations Provisions

Students with educational handicaps have traditionally participated in occupational education classes. In many cases, however, teachers working with mainstreamed persons with handicaps have had to rework parts of the curriculum and modify materials in order to appropriately address the needs of these students.

HOME AND CAREER SKILLS

The curriculum modules for Home and Career Skills have been designed with the needs of all students in mind, including those identified as handicapped. Special educators were involved as members on the numerous teams charged with the responsibility of curriculum writing. As a result, suggestions for students with special needs are incorporated within each module to provide direction to teachers as they implement the revised curriculum in classes of students with varying disabilities. The modules are intended to be useful for diverse student populations and considerate of individual needs.

Students who are educationally handicapped have been classified by the local school district Committee on the Handicapped (COH) and receive special education to the extent needed for progress in school. These students have learning styles which reflect their individual needs, not necessarily their "labels." The use of various and creative instructional strategies will help all students and especially assist students with learning problems.

Most students who require special education attend regular classes in conjunction with specialized instruction and/or related services. Each student is provided with an educational program that is appropriate and which considers proximity to nonhandicapped peers and family. This concept is referred to as "education in the least restrictive environment." Students with educational handicaps have Individualized Education Programs (IEPs) developed by the Committee on the Handicapped (COH), parents, and school professionals.

Teachers providing instruction through this syllabus should become aware of the needs of students with handicapping conditions within their classes. This can be accomplished by requesting information from key special education personnel including the student's special education teacher. In this way, use of the various alternative instructional strategies can be maximized for the benefit of the student.

Staff

A team approach to planning and instruction is recommended for the course. A team may be made up of a home economics teacher, a guidance counselor, a librarian, a special needs teacher, and/or others. It is recommended that these teachers work together under the leadership of a home economics teacher to ensure continuity, dovetailing, and consistent reinforcement of course objectives. Home economics teachers are the *only* teachers certified to teach the entire Home and Career Skills course. While teachers in selected areas may teach appropriate modules which are delineated in the action taken by the Regents in May 1985 on short-term certification issues, only two disciplines should be teaching the total course. *It is recommended that home economics teachers be the primary instructor(s), in cooperation with guidance counselors.* The Career Planning module provides an opportunity for guidance presentations, small group counseling, and a search for resource materials which are consistent with guidance guidelines.

The teacher will also need to work cooperatively with the librarian and with research aides to provide students with time in the library or media center. The practical application of library/research skills are life-long skills which need to be developed to supplement the Home and Career Skills content. In addition, a special needs teacher should act as a resource person when working with students with handicapping conditions.

Leadership Skills

Development of leadership skills is an integral part of occupational education in New York State. The New York State Education Department states that, "Each education agency should provide to every student the opportunity to participate in student leadership development activities. All occupational education students should be provided the opportunity to participate in the education activities of the student organization(s) which most directly relate(s) to their chosen instructional program."

Leadership skills have been incorporated into the New York State occupational educational curricula to assist students to become better citizens with positive qualities and attitudes. Every individual should develop skills in communication, decision-making/problem-solving, human relations, management and motivational techniques.

Students who elect to become active memebers of one of the student leadership organizations chartered by the New York State Education Department have the advantage of a practical forum to demonstrate leadership skills in an action oriented format and have the potential for recognition of their achievement at the local, state and national levels.

MODULE H-1: PROCESS SKILLS

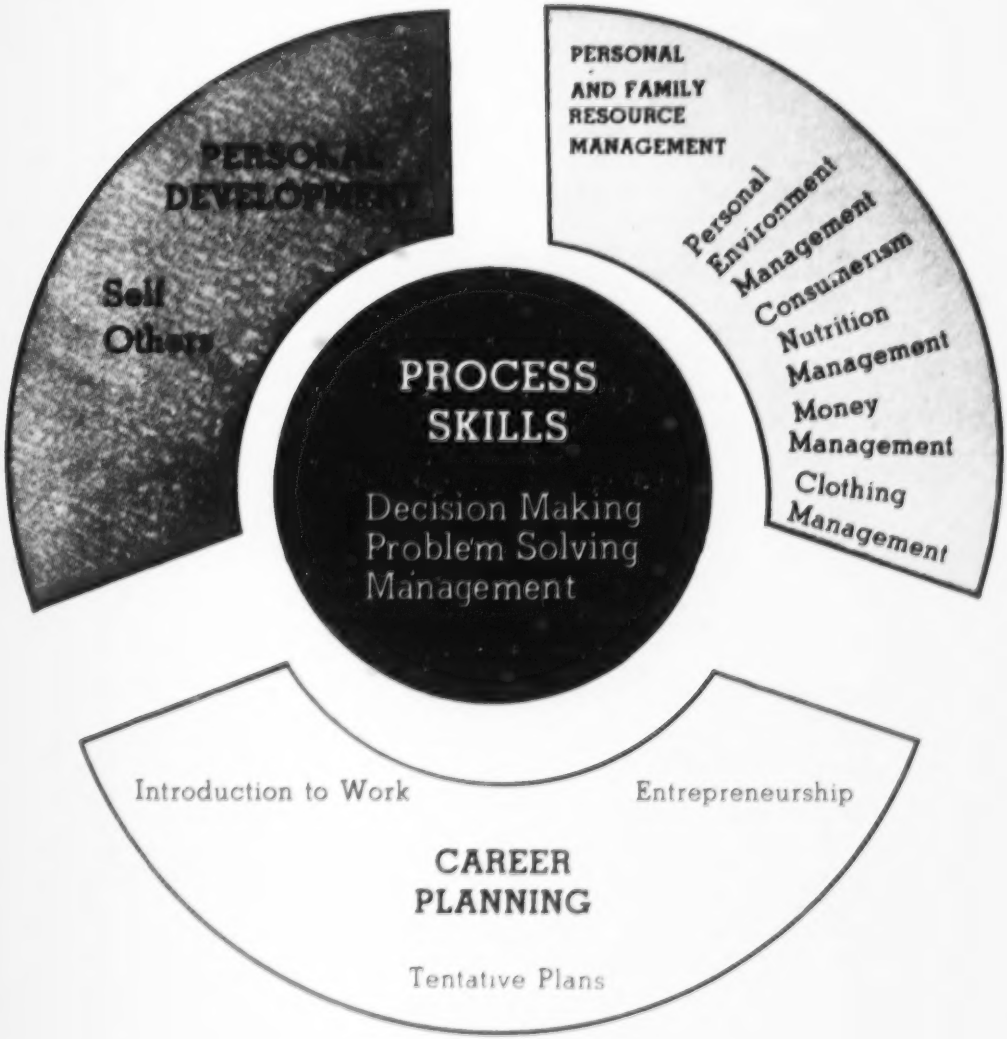
PREREQUISITE:

None

SUGGESTED TEACHING TIME:

Minimum 6 hours

Maximum 12 hours



MODULE H-1: PROCESS SKILLS

INTRODUCTION

Decisions! Decisions! Decisions! Some are big, some are little, some are difficult, some are easy. But even when you make a decision, solve a problem, or manage to get part of your life in order, something comes along and changes your world and you have to make more decisions. Endless, tiring, worrisome. Challenging, exciting, satisfying. How do you feel about making decisions? Are the consequences generally pleasing to you? Do they contribute to achieving your goals? Could you make better decisions, be more creative in solving problems, or learn to manage your resources more effectively?

Occupational educators have the increasingly complex task of preparing students to be the satisfied and productive workers and family members of the future. This is an awesome task—everything seems to be changing—the nature and kinds of work, rapid advances in technology, the characteristics of families and workers, and the relationships between home, work and society. One way to prepare students for changes we may not even be able to imagine is to teach generic thinking skills related to decision making, problem solving and management and to emphasize their importance in all aspects of daily living.

Through emphasizing an understanding of these process skills (decision making, problem solving and management), the student can learn to:

- separate needs from wants
- establish goals and reach them
- set priorities
- resolve conflicts
- form favorable relationships with others
- reduce tension and frustrations
- increase the possiblity of success
- conserve and manage resources
- preserve values in today's society for tomorrow

Decision making, problem solving, and management involve skills which can be isolated and practiced in a sequential pattern. The use of a step-by-step procedure allows the student to undertake only what he/she can handle at one time and helps the student to control a situation so that the complexity of the processes does not defeat him/her before the learning task is accomplished. The following ten skills have been identified as fundamental. They can be considered the ten sequential steps in the three processes. As the student gains experience and becomes more adept at using the process, some of the steps can be combined and the list will appear shorter. Yet, all of these steps occur.

1. Identify the decision to be made, or define the problem.
2. Determine or review goals, standards, and priorities.
3. Analyze the situation, condition, limitations, and interactions.
4. Determine the information needed.
5. Collect and interpret the information.
6. Recognize and manage resources.
7. Determine, select, and evaluate alternatives.
8. Plan or organize for action.
9. Control the action.
10. Evaluate each step throughout the process and make adjustments as needed.

These three related, yet distinct processes (decision making, problem solving, and management) are introduced, defined, and illustrated in Module H-1, The Process. They are not to be taught merely as an isolated series of steps to be memorized. *The thrust of the entire curriculum is the application of these processes to daily living. Thus decision-making, problem-solving, and management principles and skills must be taught in the context of relevant life tasks.* They should be taught through an applied, hands-on way in which students are actively involved in using them. These process skills are in the three modules which follow: Personal Development (H-2), Personal and Family Resource Management (H-3), and Career Planning (H-4). In the first module, Process Skills, the student understands that decision making, problem solving, and management are similar in that they all involve a series of learned, systematic, and sequential steps that are to be applied to a particular situation. All three Process Skills must be applied in the light of individual and group goals, standards, and priorities; and thus, the same situation may have different satisfactory solutions for different individuals or groups. As students become more skillful in using these processes through structured experiences, they are encouraged to make the higher order distinction that the three processes are different in their emphases, purposes, time commitments, and levels of complexity. Various futurists have identified thinking skills that they believe will be necessary for a satisfying personal and professional life in a rapidly changing society. Some of the thinking skills they have suggested include:

MODULE H-1: PROCESS SKILLS

- recognizing and interpreting social and economic trends
- developing a sense of the dominant or central elements in a situation
- being willing to forecast and take risks
- generating more than one viable solution to a complex problem
- feeling comfortable with complex issues
- recognizing the value of oneself and others
- knowing how to use imagination
- being optimistic.

The competencies developed in Module H-1 directly parallel those outlined above. Through hands-on instructional strategies, the student is guided in identifying or defining a decision, problem or situation; determining or reviewing values, standards, goals and priorities; seeking out and interpreting information; recognizing and managing resources; determining, evaluating and selecting alternatives; and planning, carrying out, and evaluating a course of action. Some of the benefits of this approach include increased self-confidence and a sense of personal control, ease in predicting consequences and taking risks, increased use of imagination, and a sense of optimism. Through applying the process skills module to the modules Personal Development, Personal and Family Resource Management, and Career Planning, students will be better prepared to manage and enjoy the future.

OVERVIEW OF MODULE

Goal

The purpose of this module is to introduce the steps in decision making, problem solving, and management and to promote their appropriate use in home, school, and career situations.

Description

Products and styles change, families and responsibilities change, work and communities change, but the processes of decision making, problem solving, and management remain constant. An understanding of this module provides the student with tools to deal with the changing world.

This module is designed to introduce process theories. These theories are not learned in isolation but rather should be connected to real life tasks. Decision making, problem solving, and management are the key elements in this module. Greater insight and skill are developed by including learning experiences which require the learner to use each of these processes in the succeeding modules on Personal Development, Personal and Family Resource Management, and Career Planning.

Major Skills, Knowledge, and Behaviors to be Developed

Generalizations

1. Decisions involve the use of varying types of social, economic, and/or technical considerations and are different for different people.
2. The amount of time and effort required to make a decision depends on whether it is a habitual, daily or policy decision, and its compatibility with one's values, standards, and goals, depending on the context.
3. Although decision making, problem solving, and management are similar in that they are all planned, learned , and systematic, they are also different in their emphasis, purpose, and complexity, depending upon the context in which they are used.
4. Since personal, family, and peer goals, values, and standards influence decision making, problem solving, and management, knowledge of them makes it easier to choose among alternatives.
5. Human and nonhuman resources are limited and expendable, and need to be used carefully in decision making, problem solving, and management.
6. Human resources such as knowledge, abilities, use of time, and energy influence the use of nonhuman resources such as money, equipment, and community resources.
7. The development of decision-making, problem-solving, and management skills depends on experience in making, implementing, and evaluating progressively more complex decisions.

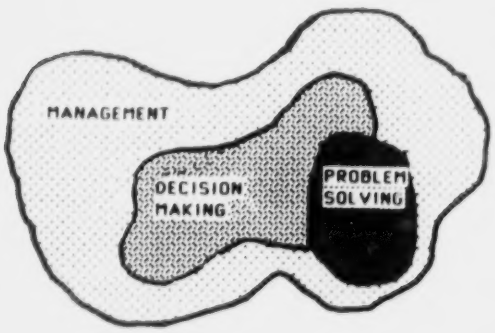
This module should develop the student's ability to:

1. Apply the decision-making process.
2. Use the problem-solving process.
3. Use the management process.
4. Recognize the role of values, goals, standards, and resources in the decision-making, problem-solving, and management processes.
5. Apply logical thinking, thorough reasoning, and

organized sequence to decision making, problem solving, and management.

6. Apply academic skills to decision making, problem solving, and management.

A ROUGH APPROXIMATION OF THE RELATIONSHIP BETWEEN MANAGEMENT, DECISION MAKING AND PROBLEM SOLVING.



Developed by J. D. Boggess
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HOME AND CAREER SKILLS - PROCESS SKILLS

PROBLEM SOLVING	DECISIONMAKING	MANAGEMENT PROCESS
Identify and define the problem	Define the situation	Identify and set goals
Consider possible alternative solutions Gather reliable facts/information	Analyze alternatives	Determine individual and group values/standards Determine the resources
Select the alternative most likely to resolve the problem	Select an alternative	Form a plan and sequence activities
Implement the solution		Implement the plan
Evaluate the results		Evaluate the results
		Reconsider the process when necessary

MANAGEMENT PROCESS

Reconsider the process

- Identify and set goals
- Determine individual and group values/standards
- Determine the resources
- Form a plan and sequence activities
- Implement the plan
- Evaluate the results:
  - was the plan properly implemented?
  - was there a problem with the plan or sequence?
  - were resources a problem?
  - was there a problem with values/standards?
  - were the goals unreasonable?

PERFORMANCE OBJECTIVES/SUPPORTING COMPETENCIES

1. **Given the opportunity to analyze typical teenage activities, the student will describe how decisions are made and how they differ with regard to frequency, level, and complexity, to the satisfaction of the instructor.**

   In order to do this, the student must be able to:
   a. Distinguish between habitual, daily, and policy decisions (level)
   b. Recognize decisions may be economic, technical, and social decisions (type)
   c. Recognize that the same decision differs in terms of frequency, classification, and complexity for different individuals

   Related Instructional Strategies 1, 2, 4, 5, 7, 15, 34, 35, 36

MODULE H-1: PROCESS SKILLS

2. **Given a variety of relevant situations, the student will explain how needs, wants, values, goals, and standards impact on decision making, with a degree of understanding acceptable to the instructor.**

   In order to do this, the student must be able to:
   a. Define *needs, wants, values, goals,* and *standards*
   b. Describe how needs, wants, values, goals, and standards influence decisions

   Related Instructional Strategies 1, 2, 3, 4, 7, 8, 9, 15, 34, 35, 36

3. **Given a relevant life situation involving a choice, the student will apply the decision making process in a logical, sequential manner, to the satisfaction of the instructor.**

   In order to do this, the student must be able to use applied activities to:
   a. Define *decision making* (Refer to page 12)
   b. Identify the type of decision required
   c. State sequentially the basic steps in the decision-making process
   d. Apply the steps sequentially in making a decision

   Related Instructional Strategies 1, 3, 4, 6, 15, 30, 34, 35,36

4. **Given a relevant life problem situation, the student will apply the problem-solving process and find an appropriate solution, in a logical and sequential manner, to the satisfaction of the instructor.**

   In order to do this, the student must be able to use applied activities to:
   a. Define *problem solving* (Refer to page 12)
   b. State sequentially the basic steps in the problem-solving process
   c. Apply the steps sequentially to a problem situation
   d. Recognize the appropriateness of alternative solutions

   Related Instructional Strategies 10, 11, 12, 15, 22, 30, 32, 34, 35, 36

5. **Given a task, the student will identify at least four human and four nonhuman resources that are available and appropriate to use in accomplishing the task, to the satisfaction of the instructor.**

   In order to do this, the student must be able to:
   a. Define *resources*
   b. Classify human and nonhuman resources
   c. Recognize resources that are limited and/or expendable, and select those that are appropriate to the situation
   d. Describe several ways to substitute or increase resources by combining them
   e. Give examples and demonstrate how resources have credibility, change over the life span, and are influenced by changing needs, changing goals, and availability

   Related Instructional Strategies 12, 13, 14, 16, 17, 18, 19, 20, 21, 22, 23, 24, 26, 34, 35, 36

6. **Given a goal, the student will apply the management process in a logical, sequential manner, to the satisfaction of the instructor.**

   In order to do this, the student must be able to:
   a. Define *management* as it relates to personal/family life (Refer to page 12)
   b. State sequentially the basic steps in the management process
   c. Apply the management process sequentially using resources which are available
   d. Demonstrate the interchangeable nature of resources

   Related Instructional Strategies 12, 16, 25, 26, 27, 28, 29, 30, 32, 33, 34, 35, 36

7. **Given a variety of situations, the students will select, explain and demonstrate the appropriate process for use in each situation, to the satisfaction of the instructor.**

   In order to do this, the student must be able to:
   a. Review all of the previous material and apply it appropriately
   b. Compare the similarities and differences between decision making and problem solving
   c. Show the interrelatedness of the decision-making, problem-solving, and management processes
   d. Compare ways in which different people make different choices in the same situation

   Related Instructional Strategies 12, 15, 30, 31, 34, 35, 36

MODULE H-1: PROCESS SKILLS

The following is a list of the suggested instructional strategies which correspond to the performance objectives for this topic. This is only a guide. This chart *does not limit other possible combinations,* and should only be used as a reference. Teachers may also wish to combine objectives and strategies from several modules. This chart shows which strategies help to teach more than one performance objective and also the variety of strategies for a particular objective.

PERFORMANCE OBJECTIVE	RELATED INSTRUCTIONAL STRATEGIES
1	1, 2, 4, 5, 7, 34, 35, 36
2	1, 2, 3, 4, 7, 8, 9, 15, 34, 35, 36
3	1, 3, 4, 6, 15, 30, 34, 35, 36
4	10, 11, 12, 15, 22, 30, 32, 34, 35, 36
5	12, 13, 14, 16, 17, 18, 19, 20, 21, 22, 23, 24, 26, 34, 35, 36
6	12, 16, 25, 26, 27, 28, 29, 30, 32, 33, 34, 35, 36
7	12, 15, 30, 31, 34, 35, 36

SUGGESTED INSTRUCTIONAL STRATEGIES

Introductory Activities

1. During the Home and Career Skills course, students should develop an ongoing glossary of terms:
   a. Define **needs** and **wants.** Discuss the differences between the concepts and ask students to suggest examples of each.
   b. Define **decision making, problem solving,** and **management.** Refer to page 12 for list of the process steps, and page 12 for definitions.
   c. Define **objectives** and **goals.** Discuss the differences between objectives and goals. Use several case studies or student examples to clarify the meaning of goals and how objectives help attain goals.
   d. Have students rank in order a list of life goals. (A guidance counselor may be asked to suggest sources.) Discuss differences between immediate and long-term goals. Help students realize and accept that people have different goals.
   e. Define **values.** Complete a worksheet that requires ordering values. Help students realize and accept that people have different values. Discuss how goals reflect the values you hold.
   f. Introduce the idea of **standards.** Provide examples of personal standards. Draw distinctions between a value, a goal, an objective, and a standard. Have students cite examples. For example:

      A person may *value* "optimum health."
      A *goal* might be to maintain one's physical health.
      An *objective* might be to have cavity-free teeth.
      A *standard* might be to brush one's teeth daily, and to visit the dentist annually.
      (Expand the meaning of example through discussion.)

2. Develop an ongoing bibliography.

3. To help parents better understand the thrust of the Home and Career Skills curriculum, teachers might consider sending letter(s) to the parents explaining the program. The letter should be prepared in conjunction with guidance and have an administrator's approval.

Suggested Instructional Strategies

1. Plan a decision-making action lab by setting up stations around the room representing situations teens might make decisions about. Stations could include:
   Traditional and nontraditional career options - which would you choose?
   Ad for babysitting job - would you take it?
   Movie listing - which would you go see?
   Menu - what would you eat?
   Cereal boxes - which should you choose?
   Labelled clothing items - which would you buy?
   Listing of course grades - what grade do you want?

   Have students analyze some of the *characteristics* of decision making, including:

- It is a learned process.
- Some decisions make additional decisions necessary.
- The making of a decision limits choice.

For each characteristic, provide and solicit examples from students. Discuss the notion of responsibility (*i.e.*, what is a "responsible" decision? accepting consequences of decisions).

Have students respond to the following statements:
- "No decision is a decision."
- "The act of choice limits choice" (*i.e.*, either/or situations).

2. View a TV videotape or read a short story of a teenager involved in decision making. Have the class identify factors affecting the decision. (Include personal and family goals, basic needs, and values formed as a result of experience, tradition, and nurturing.) Discuss the influence of friends, family, and peers in decision making. Have students independently list several advantages and disadvantages of shared decision making with family members, friends, or peers.

3. Assign students to select any ½ hour period between school and bedtime and decide how to spend it. Have them note:
   a. What they chose to do.
   b. Why they chose this activity.
   c. Whether they were able to actually do what they decided on and if not, why not.
   d. What they were *not* able to do during this time because of their choice.

4. Show the students labels of "name," "store," and "generic" brands of a food. Ask students which they would choose, and why, to illustrate some of the reasons we make the decisions we do. Ask students the following questions, "Do we always make decisions for 'good' reasons?" "Are there other criteria we could use when making choices?" Have students do a blind taste testing of different brands of foods and compare their choice with original decisions.

5. Have each student identify ten decisions they have made in the past twenty-four hours or use case studies or television shows depicting family decision making. Assist students in classifying decisions according to *level* and *type*. Discuss, define, and code the *level* of decisions as habitual, daily, or policy decisions. Have students identify the level of decisions by writing the code letter after each listed decision.

H - *Habitual* - automatic decisions requiring little thought

D - *Daily* - decisions concerning daily living and working conditions

P - *Policy* - major decisions affecting lifestyle or long-range plans

Discuss, define, and code types of decisions as economic, technical, or social.

E - *Economic* - concerned with the use of exhaustible resources (time, money, effort, natural)

T - *Technical* - decisions which require technical knowledge to determine the best alternative

S - *Social* - concerned with values or the determination of most important or highest rank (Often there is no right decision, but only the best considering the circumstances.)

Have students identify the types of decisions made most frequently. Discuss types of decisions students would like to make. Discuss how decision making is affected regarding the level and type of decision. Discuss influence of gender on decisions students make. Finally, discuss types of decisions students find most difficult.

Provide students with concrete examples of different types of decisions to be made (habitual, daily, policy, etc.) Then have students suggest ideas.

Decision-Making Chart

	Economic	Technical	Social
Habitual			
Daily			
Policy			

Write statements which involve making a choice. Have students place their decisions on the grid. Discuss difficulty in classifying situations precisely and also that choices are, in part, economic, social, and technical.

6. Use mini-dramas and skits to demonstrate the decision-making process and to encourage discussion. Within the context of a mini-drama or skit, students should:
   - Identify a situation involving a choice.

- Consider alternatives.
- Select an alternative.

(More complex models can be used depending on ability levels of students.)
(Videotaping may be effective.)

7. Read - *The Road Not Taken* by Robert Frost.

Following are questions to guide discussion:

Knowledge: Identify the "I" in the poem.
Discuss the setting where poem takes place.
What is the author's problem?
What time of day is the author confronted with this problem?
How many choices does the author tell us he had?
Which path did he choose?

Comprehension: Do you believe Frost thought he would return to walk on the other path some other day? Explain.
What is the significance of choosing one path over another?
Rewrite the poem in your own words, or draw a picture which you believe represents what is going on in this poem.

Application: Suppose two activities in which you enjoy participating (for example, baseball and the drama club) start after school at the same time. You must choose between them. How might your choice have an impact on what your activities are five years from now? Using the same title that Frost uses and the theme of the poem as you understand it, write a short story which exemplifies his theme.

Analysis: In the poem, what factors does the author take into consideration in making his decisions? Of what importance is the decision to take one path rather than another? How does Frost judge the importance of his decision in relation to the course his life has taken?

Synthesis: With what kinds of decisions will you be faced in the near future that might represent different "paths" for you to follow? Give an example of how the act of making one choice affects subsequent choices. To what extent can the course of events resulting from a decision be altered when it is not acceptable to an individual?

Evaluation: Once a decision has been made, such as to take music lessons, can the impact of that decision ever be totally canceled out even if the decision is later re-evaluated and, for example, the music lessons are discontinued?
Explain your answer. Should an equal amount of time and effort be allocated to each decision you make? For example, compare the amount of thought you would devote to the decision of whether or not to go to a movie as opposed to the thought you would put into deciding whether or not to attend college.

(Used with permission of Toni Olshan, 1979.)

Note to teacher: If you and your class enjoy reading literature as a means of developing ideas, you may want to check your library for the reference book identified below.

Spredemann, Dreyer, and Sharon, *The Bookfinder: A Guide to Children's Literature About the Needs and Problems of Youth Ages 2-15 (1977).* American Guidance Service, Inc., Circle Press, Minnesota 55014.

8. LOST ON THE MOON

DIRECTIONS: You are a member of a space crew originally scheduled to rendezvous with a mother ship

on the lighted side of the moon. Due to mechanical difficulties, however, your ship was forced to land 200 miles from the rendezvous point. During re-entry and landing, much of the equipment on board was damaged. Since survival for all depends on reaching the mother ship, the most critical items available must be chosen for the 200 mile trip. Below are listed 15 items left intact and undamaged after landing. Your task is to rank order them in terms of their importance for your crew so that all can reach the rendezvous point.

Have students rank the items individually, placing the number 1 by the most important item, the number 2 by the second most important, and so on through number 15, the least important. After students have done individual ranking, break the class into small groups and have each group reach consensus on ranking the items. When all groups have reached a decision, discuss the correct answers using the answer key on page 18.

(A worksheet set up in the following manner is useful:)

GROUP	CORRECT	ALONE	
_____	_____	_____	Box of matches
_____	_____	_____	Food concentrate
_____	_____	_____	50' of nylon rope

etc.

9. Have students identify values that are important to them. Based on an understanding of values, goals, objectives, and standards, have them illustrate by means of a collage, mobile, picture, diagram, essay, T-shirt design, wall hanging or coat of arms, the standards of behavior, objectives, and/or goals that are related to these particular values. In short, have the class create a "picture" of their beliefs.

10. Given a problem, (perhaps a school problem such as painting school logo on the gymnasium floor, starting a youth leadership group, fund raising, etc.), have students list the constraints and opportunities that affect the solution of the problem. Then discuss strategies for strengthening the opportunities and weakening or eliminating the constraints.

    Given a problem, have the class propose tentative solutions and list them on the board. For each proposed solution, ask the following:
    - Is the solution logical?
    - Is it possible to put the proposed solution into practice?
    - Are additional problems created by putting the solution into practice?
    - How will the proposed solutions affect others?

11. Describe the problem-solving process which involves the following steps:
    a. Identify the problem.
    b. Determine possible alternative solutions.
    c. Gather reliable facts/information.
    d. Select the solution most likely to resolve the problem.
    e. Implement the solution.
    f. Evaluate the results.

    Apply these steps to the case studies in #12.

12. Listed below are several sample case studies. Use the problem-solving process to identify the problem(s) and solution(s). Then in a hands-on situation using limited resources implement at least one of the alternatives.

    Case Study #1: Child Care

    You've been offered a regular babysitting job for your neighbor, Mrs. Smith. The job would last from 9:00 AM to approximately 1:00 PM every Saturday morning. You really need the money. But, Jimmy, aged two and a half, is a real terror. You sat for him once before and it was awful... He said "no" to everything you asked him, had two temper tantrums, and wouldn't eat any lunch. When you yelled at him to get him to listen, he said he didn't like you, and then he kicked you. You really need the money and almost have to keep the job, but...

    SUGGESTED *HANDS-ON* LABS:
    - create an item to help entertain a 2-year-old
    - learn and practice two games to play with a 2-year-old
    - plan and carry out an activity day for preschoolers

    Case Study #2: Conflicts in Schedules

    The Smith family has dinner every night at 5:00 PM because one of their parents works the night shift. Tracy and Kelly have soccer practice at the Junior High after school until 6:00 PM every night, so they miss the meal. They are worried that their game will suffer if they do not eat a good meal. Another consideration is that they have no energy to do their homework without eating properly. What can they do?

    SUGGESTED *HANDS-ON* LABS:
    - learn to use the microwave to heat leftovers

MODULE H-1: PROCESS SKILLS

ANSWER KEY

Item:	Correct rank:	Explanation:
Box of matches	15	Little or no use on moon
Food concentrate	4	Supply daily food required
50' of nylon rope	6	Useful in tying injured together, help in climbing
Parachute silk	8	Shelter against sun's rays
Portable heating unit	13	Useful only if party landed on dark side
Two .45 calibre pistols	11	Self-propulsion devices could be made from them
1 case dehydrated milk	12	Food, mixed with water for drinking
2-100 lb. tanks of oxygen	1	Fills respiration requirement
Stellar map (moon's constellation	3	One of principle means of finding directions
Life raft	9	Carbon dioxide bottles for self-propulsion across chasms, etc.
Magnetic compass	14	Probably no magnetized poles; thus, useless
5 gallons water	2	Replenishes loss by sweating, etc.
Signal flares	10	Distress call when line of sight possible
First aid kit containing injection needles	7	Oral pills of injection medicine valuable
Solar-powered FM receiver-transmitter	5	Distress signal transmitter possible with mother ship

COMPARE SCORES, SUBTRACT EACH ITEM IN THE INDIVIDUAL COLUMN FROM THE CORRECT SCORE. PAY NO ATTENTION TO NEGATIVE NUMBERS. DO THE SAME THING FOR THE GROUP SCORE. NEXT ADD UP THE DIFFERENCE. THE SMALLER THE TOTAL, THE CLOSER YOU ARE TO THE CORRECT SCORE.

(Source: Unknown)

- create a simple meal that Tracy and Kelly could make themselves
- explore fast food establishments and prepare a directory for sports teams
- use actual menus to compare local alternatives

Case Study #3: School Lunches

Jody is upset because the food in the cafeteria is not at all what is liked. It's cold and there isn't much to choose from. What can be done?

SUGGESTED *HANDS-ON* LABS

- create a good tasting lunch alternative
- plan appealing menus to submit to cafeteria manager
- visit cafeteria for better understanding of resources available
- develop a model for communicating dissatisfaction with the status quo
- prepare a bag lunch

Case Study #4: Friends

I'm new to Junior High. I'm not sure I like it at all. I miss my old friends and everyone here seems so strange. I wonder if I'll ever make friends or fit in. What can I do?

SUGGESTED *HANDS-ON* LABS:

- practice introducing yourself to others
- role play "ice breakers" that could be used to start conservations in a variety of school settings
- write a guide for making friends at Junior High (this could actually be for orientation of new student)
- play "Friendship Bingo" (on a grid find someone who has a birthday the same month as yours, has the same color hair as you, likes art, goes to camp, etc.)

Case Study #5: Breakfast Dilemma

You realize that breakfast would help you get through the morning without being starved and help you do better in school, but you don't like to eat breakfast. Besides, you're usually too rushed to bother with eating, or it isn't available. What would you do?

SUGGESTED *HANDS-ON* LABS:

- create a variety of breakfast alternatives including "meals on the run"
- plan a class breakfast activity
- explore or start a breakfast program at school

Case Study #6: Chore Wars

In Pat's family everyone has to "pull together" to get all the daily housekeeping jobs done. Pat's brother, James, has to clear the table and get dishes done. Pat is expected to put the dishes away, sweep the floor and take out the garbage. James often gets involved in other things after dinner and doesn't do his part of his job until just before Pat's ready to watch T.V.

SUGGESTED HANDS-ON LABS:

- make up a schedule of household jobs and what has to be done
- have a parent panel including resource persons, such as guidance counselor, to discuss how to solve family problems concerning delegating chores
- time how long it takes to complete certain jobs, such as taking out garbage, to be able to realistically allow enough time to complete household chores

13. Introduce the concept of **resources** by giving class a goal to be achieved or a task to be accomplished. Add the definition of resources to glossary of terms. As a group, identify the resources that will be needed to accomplish the goal/task. As resources are identified, list them on the chalkboard or bulletin board.

Write/place the headings "Human Resources" and "Nonhuman Resources" on the board. Have the class identify resources that could be categorized under each of the headings. This can be done by listing resources on separate slips of paper which are placed in a bag for students to draw from and place under the appropriate heading. The following are sample items:

Human Resources	Nonhuman Resources
energy	money
knowledge	tools/equipment
experience	property
skills/abilities	nature
talent	community facilities & services
use of time	national facilities & services
motivation	business and industries
imagination	
determination	

Discuss the characteristics of resources:

a. They are useful in accomplishing goals.
b. They are only resources if they are accessible to the user.
c. They are interchangeable.
d. They can be managed.

If the original task/goal was a short-term one and relatively simple, select a second more complex task and identify additional resources that are needed, but not available.

The following questions may be useful for a summary discussion:

a. What is a resource? How do human and nonhuman resources differ? How are human and nonhuman resources independent?
b. What resources are limited in quantity? How is decision making affected with regard to management of limited resources?
c. What resources are unlimited?
d. What resources will a teenager, adult, senior citizen or a handicapped person most likely need and possess?
e. How are resources related to goals, standards, objectives, and values?

14. Use the library to reinforce library skills used in collecting and evaluating information. (Possible activities: scavenger hunt, timed contest.) Discuss current issues related to gerontology, home safety, health, environmental concerns, and nutrition. Have students find information related to discussion question.

    For example:

    a. Discuss trends in life expenctancy and search for statistics to compare the increases. Identify factors contributing to the increases and relate to self.
    b. Discuss accidents in the home and search for information on the number of accidents which were preventable. Identify individual precautions.
    c. Discuss smoking and search for health related illnesses.
    d. Discuss conservation of resources and search for information on amount of waste. Identify ways to conserve resources on an individual basis.

    After students have gathered information, determine the reliability of the information obtained. Differentiate between fact and opinion and add to glossary of terms. Have students assess which aspects of the information are fact, myth, or opinion.

15. Use a newspaper highlighting environmental issues or other local problems to expand students' thinking from individual decision/problems to community decisions/problems with solutions involving community resources.

16. Using the problem-solving process, look at how wastes affect the environment (*e.g.* in class try to destroy a piece of aluminum foil). Have students from a plan to make others aware of indestructable wastes and "clean up" their environment and implement it using posters, demonstrations, window displays, lessons to younger students or community groups.

17. Have a resource action lab by setting up stations around the room representing a variety of resources. Stations could include:
    - lists of toll free numbers (Where could you get information about . . . ?)
    - stain removal charts (How could you get out your most common stains?)
    - consumer information catalog (Find a free booklet that interests you. Where could you write to get it?)
    - Cooperative Extension Newsletters (What are 3 types of information you can get at Cooperative Extension? Where could you call or write to get this publication?)
    - product labels from laundry detergent, cleaning products, etc. (What kind of information is found on labels?)
    - illustrations of a variety of resources (Sort into human and nonhuman resources.)
    - sample consumer letters (What can you accomplish with effective consumer letters?)
    - representation of a variety of sources of information such as Cooperative Extension, consumer reports, medical journals, newspapers, paperback books, advertising, "sensational" newspapers. (Sort according to reliability of information.)
    - cookbooks (Locate a specific recipe and name three other kinds of information found here other than recipes.)
    - kitchen lab (Name three resources located near the range; the sink; mix center.)

18. In small groups, request that each student identify something they need or want and the resources required for its attainment. Develop two alternative plans for exchanging resources in order to obtain the need or want.

19. Have each student prepare a collage of pictures and words that illustrate human resources. When completed, discuss the collages in relation to:
    a. How the resources are similar or different.
    b. How, as students mature, their perceptions about resources may change (*i.e.*, perception and use of time).

20. The following strategy consists of a series of activities that focus on the sharing/exchanging of resources among family members and friends.
    a. Ask students to prepare a *human resource inventory* for their family or circle of friends, and to give at least two examples of how and when some of these resources have been combined to accomplish a particular objective. Note the variety of families and the different types of resources they use (*e.g.*, single parents, dual career).
    b. Some families establish a network for sharing and exchanging resources. This involves identifying and recording the skills and talents of each family member. Then, as an individual has needs, he/she can check the list and the family member who has the skill may be called upon to carry out the task and record the hours spent in doing it. Thus, time and skills can become shared resources when money is limited. Have the class discuss the advantages and disadvantages of such an arrangement and identify ways in which their families might carry out a similar sharing of resources within their own homes.
    c. Review a case study of a family or friend faced with a problem situation and identify how it might be solved if resources were exchanged among family members or friends. This case study might involve a family with a handicapped child who has specific needs which could be met by an exchange of resources.
    d. Individually, or in small groups, identify the human and nonhuman resources that a group or family might use/exchange in order to accomplish the following:
    - wash a car
    - obtain a new color TV
    - provide dinner for the family or friends
    - have an outing
    - raise funds for youth organizations
    - grow own vegetables

    Follow up the exercise by talking about the choice of resources and how they are combined or shared in the accomplishment of tasks.

21. Have students construct a circle graph divided to show resources they, a friend or a youth group use(s), such as energy, use of time, and money. Discuss how the divisions would change in different situations (*i.e.*, spending more time cooking to save money or using more expensive convenience foods to save time for other pursuits). Brainstorm ways to save energy, use of time, and money.

22. Often we are faced with having to "make do" with limited resources. Acknowledge second-hand stores and garage sales as legitimate resources. The following activities can be used to introduce this concept to the class:
    a. Present the students with the problem of making popcorn with resources available in the room. Arrange a supply table with ingredients and equipment that can be used in the popcorn making. Have available many extra items to give the students a wide choice of equipment (*i.e.*, various sized bowls and pots, measuring cups, wooden and metal spoons, plastic wraps, aluminum foil, cooling racks, frying pans) leaving out an essential item such as pot lids. Challenge students to find a recipe and prepare 6 cups of popcorn. After making the popcorn, discuss problem solving steps and resources used. Talk about the missing resource and how it affected their decisions.
    b. *Second-hand Rose:* Have a selection of clothing bought or borrowed from the Salvation Army, Goodwill or any local second-hand clothing shop or rummage sale. (Clothing should be clean, ironed, in fashion and price marked.) Compare the second-hand clothing with new store-bought clothing or student-constructed clothing as to price and wearability. Working with a limited clothing budget, have students select some outfits from the second-hand clothing.

    This activity can be expanded to include a field trip to a second-hand clothing shop to select a wardrobe. Organize a "treasure hunt" through yard sales, etc. to discover an item which can be obtained at a bargain price. Have an award for the best treasure.

23. Assign each student to "interview" three individuals — a teenager, a middle-aged person, and a senior citizen in their home or neighborhood. For each interviewee, students should:
    a. List the resources (human and nonhuman) that are important for that age level.
    b. Star those resources that are considered limited by the interviewee.

    A worksheet should be provided. Follow up the survey by discussing how recognition and use of resources vary over the life span.

24. Invite two or three persons from community agencies to discuss how their programs are a resource and may extend the resources of an individual or a family, or how students and youth leadership organizations can provide community service to agencies.

25. The teacher and class should identify three alternative class projects that require only a relatively short time to accomplish and which are appropriate to the setting. Have the class select one. The class will then identify shared resources and plan and carry out the project.

    The project can range from simple to complex. Examples are cited below as idea generators. (The project will need to be very specific if it follows the treatment of management-planning concepts). Tasks to accomplish the project will need to be carefully defined. Idea generators include the following:
    a. Students make a display of resources for the hall display case.
    b. Students invite three or four senior citizens to class to talk about how resources have changed over their lifetime.
    c. Select and carry out a school project, (*e.g.*, fund raising, community service activity, etc.)

26. Provide each student with a task to be accomplished. Have students list four human and four nonhuman resources that are limited and also those that are available to use in accomplishing the task. Have students explain at least two ways in which resources could be combined or substituted in order to accomplish the task and how resources should be different if the task is accomplished by a person who is at a different age level.

27. Utilize a management opportunity which occurs in the school setting, such as a youth organization activity, a class management project, or an individual student's project, (*i.e* , activity for preschoolers, senior citizens, to raise money for class field trip). Make and implement an action plan by using the management process. Reinforce steps that were well done. An example of one possible project is provided below.

    The Task: Plan and carry out a holiday party

    Guidelines
    a. Work in groups of three or four. Encourage cross-gender interaction and avoid student self-segregation. In the work world, we must work with all kinds of people.
    b. Use resources you can gather from home or school (avoid using money, aside from the money in teacher's food budget).
    c. You have 6 days (including today) to finish the project.
    d. You must work in class every day. You may also work at home if you wish.
    e. *Record your progress each step of the way.* Keep all records together and bring them with you to each class. We will use them to evaluate how well you followed the process.
    f. Follow the management process outlined below:

    Procedures

    Choose a project (goal) and decide what is important. (Determine individual and group values and standards.)
    a. Brainstorm a list of at least 10 alternative decorating, entertainment, and food projects for the party.
    b. Discuss each alternative with your partners.
    c. Choose an alternative for your project based on your joint values, goals, and resources.
    d. Discuss the standards you think would be appropriate for the project.

    Decide what your resources are
    a. List all materials, tools, and equipment you will need.
    b. Decide what help you may need with parts of the project. Decide where you will get the information you need to help with the project.
    c. Consider if the project is reasonable based on the time you have.

    Decide what procedures to use (Plan)

    List each step you will follow to reach your goals:
    a. Decide who will be responsible for each step.
    b. Budget your class and home time.
    c. Check to see that your plan will help you reach your goal. If not, change either the plan or the goal so that they are compatible.

    Carry out your plan
    a. Make sure each group member is involved.
    b. Follow your plan closely.
    c. Keep to your time schedule.

Evaluate your plan

a. What problems came up? How did you solve them?
b. How well did the plan work? Could it be used again?
c. How could you improve on similar projects in the future?

28. Using open-ended sentences such as:
    I wish I...
    I feel happiest when...
    This school would be better if...
    The things I like about school...
    The community would be better if...
    If I was president I would...
    Have students individually record answers on a tape deck.

    Review students' statements. Instead of just imagining how things could be better challenge them to *do* something to reach their goals. Have students write a plan of action that describes how they would go about making things better. Students should consider this plan to be an on-going activity to be worked on over the term. If possible, assist the students in implementing the plan (*i.e.*, once a week, note/discuss their progress).

29. Have the class identify people from the local community and/or schools who are *managers;* include non-traditional roles.
    The school principal
    The baseball/basketball coach
    A local business person
    A supervisor of a fast-food restaurant
    Mothers and fathers
    Families
    Self

    Discuss characteristics of managers and purpose(s) of management and ways to manage a group with shared goals. Students might interview and observe a manager and report back to the class on his/her activities/ responsibilites.

    Discuss the relationship between decision making, problem solving and management. Place three flip charts identifying decision-making, problem-solving and management processes side-by-side at the front of the room. Identify similarities and differences in the three processes.

30. Ask students to share any experiences they have recently had in using the three processes.

    Using case studies or student examples, ask students to identify situations which require management skills and to describe problems they may encounter in the process, decisions made, and successes.

    Example: Suppose your parents decided that for one weekend you should plan, purchase and cook your own meals. They give you $20.00 which must last for three meals per day, and for three days (in other words, for nine meals). Plan your menu and outline your expenses based on a trip to the grocery store. If you plan to use seasonings or other staples, include them in the cost of your meals. Have the students comment on the adequacy of the money provided and whether their meals were nutritionally sound.

31. Invite a local firefighter to class to discuss the use of fire extinguishers, plan escape routes, and describe rules of conduct when caught in a burning building. Under the firefighter's supervision, have the students plan and sequence safe exiting procedures for your classroom and then have them demonstrate their plan as if there actually was a fire in one part of the room. (This activity is also a good lead-in for discussin of common causes of kitchen fires in the lab.) Discuss the differences in the management process when a situation is considered "an emergency" or "normal."

32. Use the FHA/HERO planning and management processes as a laboratory planning guide. Following are the FHA/HERO planning process symbols:

    Identify concerns

    Set your goal

    Form a plan

    Act

    Follow up

    For more ideas, see FHA/HERO Handbook, Student Body, and other materials.

33. Some activities which focus on using limited resources:
    a. Give students an apple (or an egg, or cheese, etc.) when they come to class. Have them use the FHA decision-making process to decide what they will do with their apple. They can use only the staple ingredients available in the kitchen for implementing their decision.
    b. Solve the "messy locker syndrome." Using class resources (fabric, wood, string, glue, sewing equipment, etc.), construct an item that helps to organize a student's locker more efficiently.
    c. Divide the class into small groups. Give them a list of resources (such as a variety of clothing and accessories, fabrics, etc.) that may be used, and have each group choose an outfit for *a typical junior high student*.

34. To promote classroom organization and efficiency, form an inclass chapter of a student leadership organization such as Future Homemakers of America (FHA), Future Farmers of America (FFA), Future Business Leaders of America (FBLA), Health Occupations Student Association (HOSA), Vocational Industrial Clubs of America (VICA), American Industrial Arts Student Association (AIASA), and Distributive Education Clubs of New York (DECNY).

35. Consult Cooperative Extension and arrange for speakers, team teachers, and use of materials on decision making, problem solving and management. Emphasize to the students the use of community resources as a means of gaining information.

36. Use computer programs, videotapes and multimedia resources related to decision making, problem solving and management.

37. Use a recognition system modeled after the following:

    Name: Achievement Award Plans for Home and Career Skills

    Challenge: To develop leadership skills, abilities and attitudes using the Achievement Awards system.

    Awards: An achievement award certificate will be awarded for satisfactorily completing the skills and tasks developed in each of the five areas listed below.

Process Skills
1. Apply a decision-making process in a youth leadership organization project.
2. Apply a problem-solving process in a youth leadership organization project.
3. Apply a management process in a youth leadership organization project.

Personal Development
1. Define self concept by completing a checklist of self characteristics.
2. Identify the image youth leadership organizations project through dress codes and official dress.
3. Complete a self-development plan.
4. Evaluate youth leadership organization concerns and suggest solutions.
5. Identify changes of responsibility through the life cycle chart.

Personal and Family Resource Management
1. Use the problem-solving method to select a consumer product.
2. Develop a set of guidelines for consumers.
3. Manage money used in class or youth leadership organization project.
4. Develop a savings plan for student, class or youth leadership organization project.
5. Evaluate nutritional quality of 50 foods.
6. Develop a plan for purchasing clothing on a fixed dollar amount.
7. Develop a checklist for selection, maintenance and care of clothing for work, school or youth leadership organization official dress.

Career Planning
1. Identify work environment, wages and reasons for working in at least three different career clusters.
2. List 10 worker's characteristics that lead to success.
3. List and describe five changes in society likely to occur by the 21st Century.
4. Identify five available career resources.
5. Formulate tentative personal career plan with short- and long-term goals.

Leadership Development: Student Organizations
1. Become a member of a youth leadership organization.
2. Serve on a youth leadership organization committee.

3. Participate in a youth leadership organization activity beyond local level.
4. Give a demonstration or speech.
5. Participate in a youth leadership organization service project.
6. Attend eight youth leadership organization meetings.
7. Assist in one chapter fund-raising activity.
8. Recruit one new youth leadership organization member.
9. Demonstrate knowledge of how to conduct a youth leadership organization meeting.

To be completed by the Home and Career Skills Instructor at the end of the course.

STUDENT RECOGNITION CERTIFICATE

I do hereby certify that _____ has successfully achieved skills in each of the areas checked below:

Process

Personal Development

Personal Resource Management

Career Planning

Leadership Development: Student Organizations

Advisor or Teacher Signature _____ Date _____

Suggestions For Students With Special Needs

The decision-making, problem-solving and management processes are essential elements for any individual in becoming an independent and productive member of society. Students with handicapping conditions may require additional materials, information, and practice in order to achieve the stated performance objectives of this module. Some generic strategies are included below. Specific instruction and criteria may be added, based on student needs and availability of resources.

Suggested Strategies

1. Those students unable to organize and gain information from a lecture should be given an outline to be used during the lecture or with the special education teacher. This outline should include important facts of the lesson, related vocabulary, and the definitions to be studied.

2. Provide information and activities in developmental-sequential order (concrete to abstract). For example, use matching/choosing activities rather than requiring a student to recall information related to a broad concept.

3. Provide individual students with all of the tools needed to complete an activity. The amount of information a student will require depends on the student's needs and levels of functioning. For example, when asking a student to list steps in the decision-making process, provide the student with a model.

4. Students with reading disabilities may be provided with cassette tapes or videotapes of the information required.

5. Whenever possible, accept illustrations, designs, models, or demonstrations that illustrate a concept in lieu of a required oral or written assignment.

6. Special education teachers should be used as a primary resource.

7. Extra time, practice, and assistance should be provided when needed.

8. Use peers as tutors and role models.

9. Divide the class into groups of 4 or 5. Assign students to "interview" 2 handicapped individuals (one in school, college - one employed) in the community. Instruct each

pupil to design questions that will elicit information dealing with: the resources that are vital and important to each handicapped individual. (*i.e.*, in the home, in school, at work, in the general community).
Provide each group with a worksheet and guidelines.
Emphasize group effort.
Instruct groups to tape the interviews.

or

The interviews should be taped and conducted as a group effort.
Discuss the impact of limited resources upon these individuals and invite a representative from a community agency to discuss how resources are shared and extended to these individuals.

MODULE H-2: PERSONAL DEVELOPMENT

PREREQUISITE:

Module H-1, Process Skills

SUGGESTED TEACHING TIME:

Minimum 23 hours

Maximum 33 hours

MODULE H-2: PERSONAL DEVELOPMENT

INTRODUCTION

"Mirror, mirror on the wall" — do I see myself realistically at all? Do I like the me that I am now? Who is the person I want to become? Should I change some of my behaviors? Why do others act the way they do? Does my gender limit what I can do? Why should I learn more about myself. Life is sometimes so confusing . . . .

Early adolescence is a time of rapid physical and emotional change. Young people need to understand that what they are experiencing is a part of normal development. By learning more about various age groups, the adolescent can understand the pattern of growth and development through the lifespan and can gain a broader perspective of his/her own stage of development.

Young people need to get to know themselves, to develop self-awareness, and to feel comfortable with the many decisions that they make. The first topic "What Makes Me, Me?" focuses on self. Self-awareness includes identifying basic needs, expressing emotions, and behaving in positive ways which satisfy those needs; identifying and affirming values; and assessing strengths, weaknesses, interests, and talents. While individuals have no control over certain factors such as race, sex, sibling placement, family economic position, etc., there are many areas in which they can take control. Some examples are: how they behave towards others, to what extent they develop their abilities and talents, how they manage their time.

People are, by nature, social beings who need love and acceptance. They need to learn about themselves and others in a positive way and in a safe and trusting environment. The second topic, "How Do I Relate To Others?" is concerned with relationships among people. The family unit has been found to be the most influential component in an individual's life. However, in recent years there have been major changes in the traditional nuclear family as a result of separation, divorce, remarriage, grandparents moving in, etc. These changes often bring confusion and stress to a young person's life. Students need to learn ways of coping with conflict and managing stress caused by family changes and environmental factors, as well as the confusion and stress brought about by the adolescent's own physical and emotional changes.

This topic also addresses peer relationships. As young people enter adolescence, their parent's role in guiding them diminishes in importance. In contrast, the importance they place on being part of a peer group increases as the transition is made from total dependence on the family in childhood to independence as adults. Young people may experiment with priorities that differ from their parents as a way of being part of a peer group or in an attempt to appear "grown up." They need to develop some assertive behavior and the ability to say "no." Students need support in identifying and affirming their personal attitudes and in realizing the consequences of their behavior when expressing these. Developing interpersonal skills helps increase self esteem and a sense of personal growth.

Module H-2, Personal Development, is an integral part of all the other modules, as self-awareness is the starting point in decisions relating to consumerism and money management, nutrition, clothing, personal environment, and career planning. Career planning is especially dependent upon building an awareness of self and exploring careers related to personal interests and abilities. The better one knows oneself, the better one can make decisions, solve problems, and manage available resources to achieve satisfying goals. However, little is achieved in isolation, and one's relationships with others constantly intrude and impinge upon how one approaches daily living tasks.

OVERVIEW OF MODULE

Goal

This module is designed to assist the early adolescent to recognize personal strengths, aptitudes, and interests, and to work out problems and decisions as part of daily living. It also explores the relationship of the adolescent with others in various stages of the life cycle.

Description

The need for self-awareness is great as adolescents face decisions about the future. Relationships with others are likely to improve as teenagers understand their own particular needs, strengths, and responsibilities. Tentative career plans should be based on self-understanding,

aptitude, and personal values.

This module provides the opportunity to study oneself in some depth and also to consider one's relationships with others. There is some opportunity to consider the development of a person through the lifespan. The two topics, "What Makes Me, Me?" and "How Do I Relate to Others?" are important to weave into the other modules of the curriculum as these concepts have a major impact on how the individual deals with the issues involved in the other modules.

Major Skills, Knowledge, and Behaviors to be Developed

Generalizations:

1. An adolescent's self concept is influenced by a combination of his/her perception of self and the evaluation of others, including sex role socialization.
2. Adolescence is a period of increased physical, cognitive, and socio-emotional development which occurs at varying rates among individuals.
3. Since adolescence is a time when increased personal decision making and problem solving occurs, knowledge of one's "real" self becomes important in making satisfying choices.
4. Although the family is still important in the adolescent's personal development, identification with their peer group significantly influences decisions.
5. Adolescents can better understand and anticipate their own development through observations of others in various stages of the life cycle.
6. Within a changing society, the roles and responsibilities of individuals in the family unit may need to be expanded or redefined so that awareness of gender expectations does not limit options.
7. Effective management of personal resources such as time and energy increase the likelihood of managing stress and attaining goals.

This module should develop the student's ability to:

1. Identify personal values, goals, standards, needs, wants, roles, strengths, weaknesses, interests, and talents.
2. Identify characteristics of physical, mental, social, and emotional self.
3. Explain the environmental factors which contribute to the development of self.
4. Describe types of family systems, lifestyles, roles of family members, and family support systems.
5. Recognize that mature relationships involve both responsibility and dependency.
6. Nurture beneficial relationships with persons at all stages of life.
7. Apply academic skills to personal development areas.

Topic 1: **What Makes Me, Me?** (self)

PERFORMANCE OBJECTIVES/SUPPORTING COMPETENCIES

1. **Given the tasks of examining the meaning of self-concept and explaining factors which affect its formation and development, the student will apply the information by relating it to his/her individual self, to the satisfaction of the instructor.**

   In order to do this, the student must be able to:
   a. Define the term *self-concept*
   b. Identify the factors which affect the formation of self-concept
   c. Identify physical, social, and emotional changes that occur during adolescence and how they differ among individuals
   d. Identify ways that one's self-concept changes
   e. Compare and contrast characteristics of a positive and negative self-concept
   f. Identify defense mechanisms which are used to protect the self-concept
   g. Analyze the individual self in relation to such factors as needs, wants, emotions, strengths, weaknesses, values, etc.

   Related Instructional Strategies 1, 2, 3, 4, 5, 6, 7, 8, 9, 13, 14, 15, 16, 17, 19, 28, 29, 30

2. **After observing and analyzing his/her self image, as well as images projected by others, the student will recognize that judgements made about others are affected by appearance, behavior, and gender, with a degree of introspection acceptable to the instructor.**

   In order to do this, the student must be able to:
   a. Identify the image projected by personal physical appearance, a physical handicap; verbal and non-verbal communication, gender, a speech impediment, a hearing impairment; and behavior and action
   b. Assess the impact of first impressions on the development of relationships
   c. Compare and contrast differences in interpretations of image among various age groups, cliques, and individuals

   Related Instructional Strategies 1, 3, 4, 5, 6, 7, 8, 10, 11, 12, 13, 14, 18, 28, 29, 30

3. **After establishing a goal for personal improvement, the student will apply the process skills to attain a desired goal, to the satisfaction of the instructor.**

   In order to do this, the student must be able to:
   a. Identify several short-term goals for personal improvement
   b. Select one short-term goal
   c. Using process skills, design and implement a plan to attain the goal

   Related Instructional Strategies 2, 3, 4, 5, 7, 15, 21, 23, 25, 27, 28, 29, 30

4. **After identifying concerns common to adolescents, the student will develop techniques for more effectively dealing with these concerns, to the satisfaction of the instructor.**

   In order to do this, the student must be able to:
   a. Recognize that adolescents have problems in common
   b. Recognize the frequency of change, its relationship to stress, and the need to develop coping skills
   c. Identify the causes of stress, and examine appropriate way to manage

   Related Instructional Strategies 13, 14, 15, 17, 18, 19, 20, 23, 26, 27, 28, 29, 30

5. **Given relevant tasks, the student will develop a workable time plan in order to manage his/her time in a way that the tasks can be accomplished, to the satisfaction of the instructor.**

   In order to do this, the student must be able to:
   a. Acknowledge personal values, standards, and goals
   b. Realistically assess the time it takes for different individuals to accomplish tasks
   c. Anticipate events that may come up which may impact on the plan

   Related Instructional Strategies 18, 19, 20, 21, 22, 23, 24, 25, 26, 28, 29, 30

MODULE H-2: PERSONAL DEVELOPMENT

The following is a list of suggested instructional strategies which correspond to the performance objectives for this topic. This is only a guide. This chart *does not limit other possible combinations,* and should be used as a reference. Teachers may also wish to combine objectives and strategies from several modules. This chart shows which strategies help teach more than one performance objective and also the variety of strategies for a particular objective.

PERFORMANCE OBJECTIVE	RELATED INSTRUCTIONAL STRATEGIES
1	1, 2, 3, 4, 5, 6, 7, 8, 9, 13, 14, 15, 16, 17, 19, 28, 29, 30
2	1, 3, 4, 5, 6, 7, 8, 10, 11, 12, 13, 14, 18, 28, 29, 30
3	2, 3, 4, 5, 7, 15, 21, 23, 25, 27, 28, 29, 30
4	13, 14, 15, 17, 18, 19, 20, 23, 26, 27, 28, 29, 30
5	18, 19, 20, 21, 22, 23, 24, 25, 26, 28, 29, 30

SUGGESTED INSTRUCTIONAL STRATEGIES

Many of the suggested strategies outlined below involve a certain amount of self-assessment and sharing of information on the part of the students. It is important to note that the strategies will only be successful in classes where students feel secure and trust and respect one another. See guidance for supplementary resources. There are a number of resources available on group building techniques and activities. If your class has difficulty getting along, it would be well worth your effort to work on building trust and cooperation *before* encouraging sharing.

In order to facilitate self-assessment and sharing, it is helpful if the teacher is willing to participate in the activites and to act as a role model in developing self-awareness.

Finally, recognize each individual's right to privacy. If a student does not wish to participate in a particular activity, respect his/her right to decline.

Introductory Communication Exercises

A. Collect pictures of verbal and nonverbal communication. Discuss the examples and note whether constructive or destructive. Lead into discussing:

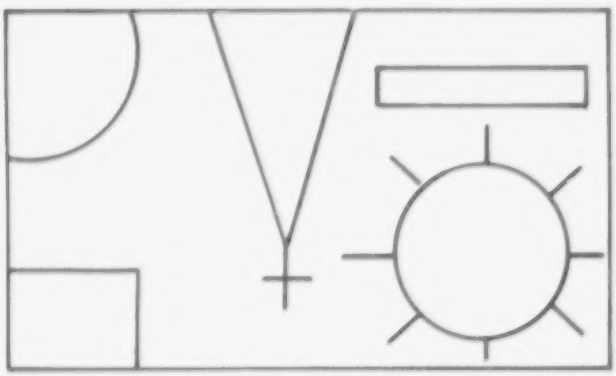
Constructive (Communication messages that enhance constructive communication)
- Make an effort to understand what the other person is saying.
- Encourage the other person to talk.
- Accept the other person and his/her right to a different opinion.
- Keep an open mind to new ideas.
- Send clear, accurate messages.
- Indicate your feelings.
- Say what you mean; mean what you say.

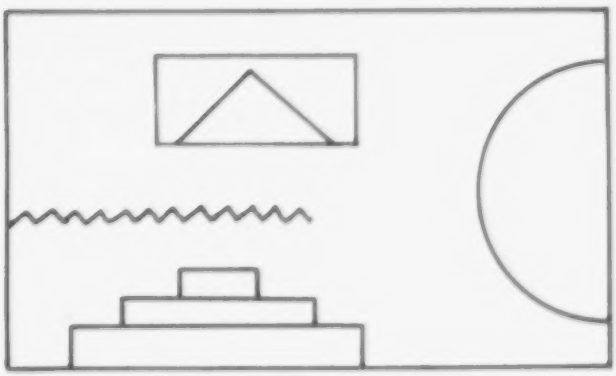
Destructive (Communication messages that prevent constructive communication)
- Prejudice
- Put-downs
- Blaming others
- Threats
- Nervous motions
- Belittling comments

B. Have students develop an autobiography. This may be given as a progressive homework assignment and continued throughout the module. Set up directions and guidelines for completion. For example, Chapter 1 might be entitled, "People and Events Which Have Influenced My Life." Another chapter might be called, "When Do I Depend on Others, and When Do Others Depend on Me?"

C. Ask students to keep a journal (log) for 2 days, noting instances at home, school, and work in which constructive and/or destructive communication took place. In small groups, have students suggest ways to improve communication. Have students consider how this affects their self-image. This is a possible place to work with guidance.

D. Give one student a random picture (see below). Have him/her describe the picture to the class without any further or specific directions. The class must draw what is described without making any comments or asking any questions. Compare the results. Was the message received differently from what was intended to be communicated? What would facilitate communication? Let students try again with a different picture but this time they may ask questions or clarify statements. Compare the results.





Suggested Instructional Strategies

1. Have students work in pairs and alternately pretend to be either a newspaper reporter writing an article about someone or the person the reporter is interviewing. Have students record responses to their questions. The following are suggestions that students should include in their interview questions:

   Describe yourself: Name, age, color of hair, eyes, etc.
   a. Physical growth: size, body build
   b. Social growth: What is your choice in friends? (You don't need to name your friends, you should say what you look for in a friend.) Do you belong to any clubs or organizations?
   c. Emotional growth: How do you handle your feelings? When are you sad? Mad? Happy?
   d. Intellectual (mental) growth: Where would you rate yourself scholastically in school? What comes easy for you? What is hard?

   What are your interests?
   a. Sports: Are you a spectator or a participant?
   b. Music: What is your favorite kind of music? Favorite group? Do you play an instrument? Are you in band? Chorus?
   c. Art: Do you like to draw, and if so, what do you like to draw? Are you in the art club?
   d. Books: What are your favorite stories?
   e. Do you like to go camping? Traveling? Hiking? Fishing? Hunting? Trapping?

   What are your hobbies?

   What is your favorite: Food? Color? (Why?) Clothing style? (Why?) Season of the year? (Why?) Holiday? (Why?)

   Do you have any pets? What are they?

   Do you have any brothers and sisters? How old are they?

   Have you thought about your plans for the future? Describe a few.

2. Have the class write definitions for **self-concept** and **self-image** and add to the glossary of terms. Write on the chalkboard the question "Who am I?" Have students individually answer the question by writing a description of himself/herself using stem statements dealing with self-concept such as: "I am a person who likes _____; who feels _____; who worries about _____; who wishes _____; who fears _____; who enjoys _____; and I am a person who is _____."

3. Pass out copies of Activity #7 from Chapter 2 of the *Person to Person Guide* by Sasse. This activity has a list of over 70 words which can be used to describe people. Students are asked to circle the ones which they feel best describe them. Make up several short essay questions which include having the students write about

the qualities they'd prefer not to have, as well as those qualities they have that were not covered on the list. Consider list of male/female characteristics in *Choices* and *Challenges*.

4. The following self-image questionnaire gives students the opportunity to rate themselves on a variety of points:

   Rate each item in the questionnaire by circling the numbers 1-6 to show how well the statement describes you:
   1 - describes me very well
   2 - describes me well
   3 - describes me fairly well
   4 - does not quite describe me
   5 - does not really describe me
   6 - does not describe me at all

   Example: I am an adolescent. 1 2 3 4 5 6

   - I keep an even temper most of the time.
   - I enjoy life.
   - I am proud of my body.
   - I frequently feel ugly and unattractive.
   - I do not like to put things in order and make sense of them.
   - I often blame myself even when I am not really at fault.
   - Usually I feel that I am a bother at home.
   - I do not have a particularly difficult time in making friends
   - I do not care how my actions affect others as long as I gain something.
   - I can count on my parents most of the time.
   - I find an endless series of problems, with no solutions in sight.
   - I am so very anxious.
   - I can take criticism without resentment.
   - Having a girlfriend/boyfriend is important to me.
   - Other people are not after me just to take advantage of me.
   - I would rather sit around and loaf than work.
   - I would not like to be associated with kids who "hit below the belt."
   - I usually feel out of place at picnics and parties.
   - My work, in general, is at least as good as the person's next to me.
   - Dealing with new intellectual subjects is a challenge to me.
   - A job well done gives me pleasure.

   After the questionnaire is completed, have students select a positive goal for personal development.

5. Complete a worksheet that includes the following:
   a. Twenty short phrases that describe YOU.
   b. Put a "P" next to those descriptions that make you **PROUD.**
   c. Put a "C" next to those you would like to **CHANGE.**
   d. Put an "S" next to those you think are gender role **STEREOTYPES.**
   e. Briefly state why you would like to change.
   f. Describe how you could accomplish this change.
   g. Make a plan for one change described. Discuss plan with teacher and/or another adult.

6. Read aloud a story which discusses normal events/problems which adolescents face. Two examples:
   a. Read the story "Alexander and the Terrible, Horrible, No Good, Very Bad Day" by Judith Viorst. Discuss how negative events affect self-concept.
   b. Read the story entitled, "IALAC" (I am Loveable and Capable). Have students complete the exercise described in the story. (Hang a sheet of paper around your neck for one day. This piece of paper signifies one's self-concept. Students write the words "My Self-Concept" on the piece of paper. Students tear off a piece of the paper whenever someone says something negative to them.) Discuss the results. Have students suggest ways to provide positive reinforcements to each other. (Constructive and Destructive Communication)

7. Have the class present and write guidelines for building a positive self-image. Examples of guideline statements might include:
   a. No one is perfect. Accept your limitations along with your talents and abilities.
   b. Set realistic goals for yourself. Give yourself a chance to succeed.
   c. Congratulate yourself for your successes at least as often as blaming yourself for your failures.
   d. Learn from your mistakes.
   e. Spend time doing things for others.

8. Show a series of pictures of teenage activities. These might include pictures of: family (events, celebrations, group activities, discordant and/or loving relationships); school (friends, classes, projects, sports, and teachers); community (facilities, recreational areas, and club organizational activities); and individuals (health activities, physical appearance, and interests). Students should discuss how each picture contributes to an individual's self-image. Students may find other

pictures and prepare a bulletin-board display. Discuss the role of attitude and communication on self-concept.

9. Have students select a means to portray self. Some alternatives are:
   a. Use a small paper lunch bag and have students cut out pictures to glue on the outside that symbolize how they preceive themselves in their relationships with others. On the inside of the bag they can glue pictures that represent how they feel on the inside.
   b. Have students glue pictures on a glass bottle that symbolize "themselves" (likes, dislikes, interests, feelings). Then shellac the bottles to preserve them. The teacher may also give each student a rose to put in their bottles to discuss how everyone is unique.
   c. Make a collage of pictures or words.
   d. Write a short story or poem.
   e. Assemble a box of objects.

10. Using a film, TV program, short story, or mini-descriptions of experiences, have students discuss the effect of first impressions on later relationships. Students can give examples of first impressions and how they influenced their own behavior at a later time. A picture or an example of a meeting with a person with handicaps might be used as the subject for discussion.

11. Students can choose a snapshot or a magazine picture that depicts a small group of people. List the ways the individuals in the picture are projecting images and the types of images they are projecting. (This activity may be used as an evaluation assignment.)

12. Discuss: What does clothing say about a person? Then invite several high school students (male and female) with different personalities, lifestyles, and attitudes to present a mini-fashion show. As a followup, have selected students conduct a discussion on the image that clothes project to others. Have students locate pictures that reflect clothing styles throughout history. Discuss reasons for clothing styles (geographic, economics, political, social, occupational, etc.).

13. Discuss verbal and nonverbal communication in the context of the following:
   a. Have students view a movie, videotape, or TV show of a situation involving a teenager. Turn off the volume. Have the class observe the action for about fifteen minutes and interpret the story line and the roles of the characters. Indicate what clues were projected by the image. Discuss nonverbal messages projected through behavior, facial expressions, posture, and gestures.
   b. Have students LISTEN ONLY to a radio talk show, a TV talk show (no picture), a filmstrip soundtrack, a movie without the picture, etc. Listen to several people and how they verbally represent themselves. Discuss students' first impressions of the people based strictly on the verbal communication. Discuss the importance of effective verbal communication skills. If your sound media has a visual counterpart, you could then rerun the sound and visual together and see if students' first impressions would have been influenced by appearance.

14. Have students organize an opinion survey among students, staff, and parents to determine the six most significant personal appearance characteristics in projecting an image. Summarize and discuss reactions to survey.

15. On a sheet of paper have each student list five "good" habits they have and five "bad" habits they would like to change. On the back of the paper have them select one bad habit and design a course of action which will bring about a change.

16. Class members plan and implement a program (for class, school, or community group) where students will demonstrate and share a hobby, interest, or special talent. Class committees can apply process skills to attain this goal. Students can evaluate the effectiveness of the committees in planning and carrying out the program. Follow up this activity with class discussion relating interests, talents, and hobbies to definition and feelings about self.

17. Each student lists four values and four goals on a worksheet and rank orders each list. Using a transparency or flip chart, the group leader (student or teacher) compiles a listing of the identified goals and values which they share with the class. Class members discuss the two lists to clarify and categorize goals and values. Class discusses the questions of how goals and values contribute to defining self.

18. Have students cite examples of negative self-image and self-protective behavior. Discuss how such behavior can affect personality and self-image and consider

whether some characteristics are male/female expectations.

Attack/Fight Behavior	Flight Behavior
Physical violence	Daydreaming
Verbal battles	Avoiding
Uncooperativeness	Pseudo-sickness
Stubbornness	Drug/alcohol abuse
Belittling others	Running away
Gossip	
Blaming other things, events, people	
Bribery	
Flattery	
Jealousy	

Role play situations or prepare and conduct mini-skits that demonstrate self-protective or defensive behaviors. Class can discuss what appear to be the reasons for the behavior. Suggest alternative or more appropriate behaviors.

19. Simulate a situation that would produce stress. For example: Tell students that they have a few minutes to collect their thoughts and then the principal will be coming in and they will each have to give a 5-minute presentation on what they've learned in Home and Career Skills. He will be selecting some students from each class to make a presentation to the Parents Club (PTA) and school board. After a few minutes tell students they will not actually be doing this activity and discuss:
    - Physical Reaction (sweaty palms, butterflies)
    - What other situations make you feel like this? (test taking, singing a solo, etc.)
    - Why does this happen? (self-fulfilling prophecy)

    To follow up, conduct relaxation exercises such as deep breathing, relaxation tapes, etc.

20. Use "Choices" magazine (Scholastic Publication) or a "Dear Abby" letter stating a problem. Have other students write a response and then share concerns and responses with the class. (This could be an ongoing activity throughout the semester.)

21. The following student activity uses the instructional material called "The Power of One", developed by the Future Homemakers of America. To involve students in planning for their own growth and to introduce them to "The Power of One" use the following procedures:

    Have each student make a list of "All the things I'd like to accomplish this year." (For example: lose weight, be able to talk to my parents, get better grades, be an officer of the local FHA chapter, etc.)

    Have students choose a goal from their list that they want to start on and initiate some action. Have students write a report on the action taken and reasons for choosing the particular action.

    Have them complete the following open-ended sentences:
    "I have decided to..."
    "As I plan where to start, I may get help from..."
    "To keep on track, I will..."

    Have students keep a journal (log) of progress toward reaching their goal, resources used, changes made, results, etc.

22. Design an "impossible" week which includes too many tasks to do as well as several special opportunities you want to enjoy (*e.g.*, attend concert, daily homework, grandmother's 75th birthday celebration, practice music lessons, swim team picture, term paper due, family chores, etc.). Have students write a time management plan for each day of a week in order to accomplish most of the activities. Compare student plans and discuss different ways people use time as a resource.

23. Present and discuss the steps listed below for dealing with change (*i.e.*, moving, parents separating, going to a new school, family illness, death, grandparents moving in, etc.). Have students who have experienced major changes share experiences. A case study may be preferred if the students find it difficult to share personal experiences.

    Steps
    a. Recognize and accept your reaction (happiness, joy, pride, loneliness, anger, fear).
    b. Talk about your feelings with a trusted friend.
    c. Analyze the situation and consider your alternatives. (Is this a turning point? Should I change the direction of my life? Should I reach my goal in a different way?)
    d. Plan a course of action and then take action.
    e. Revise the plan if necessary.

WHAT DECISIONS DO YOU MAKE EACH DAY?

There are _____ Minutes in a Day

Column I	✓	Column II
6:00 AM		
7:00 AM		
8:00 AM		

(etc. - Continue worksheet for rest of the day)

24. Have students fill out a worksheet set up in the following way; then conduct a follow-up discussion.

    1. Column I - Short Account of Your Day
    2. Middle Column - Check Problem Areas (✓)
    3. Column II - Recommend Possible Improvements

25. Ask students to keep a record of time spent in leisure activities for one week. Include time spent playing games, watching TV, "hanging out," talking on the telephone, and listening to music or reading. Make and share a class summary. Student can make recommendations for developing other interests, for more beneficial activities, and for avoiding harmful activities.

26. Give each student a circle graph divided into 24 segments (1 for each hour of the day). Have them fill in and color code times for sleep, school, meals, lessons, sports practice, club meetings, etc. The times not colored in become the area available for them to manage. For a segment of time (3-5 days), have students list everything they should or want to do, prioritize the list, and fill in their graph showing what they would/could do in each of the times available.

27. Arrange for speakers or assign students to interview helping agencies, etc. Make a directory/card file of resources available in the community for adolescents with problems.

28. Use youth leadership organization planning and management processes to guide students in using activities and materials related to self.

29. Consult Cooperative Extension and arrange for speakers, team teachers, and use of materials. Emphasize to the students the use of community resources as a means of gaining information.

30. Use computer programs, videotapes, and/or multimedia related to self.

Topic 2: How Do I Relate To Others?

PERFORMANCE OBJECTIVES/SUPPORTING COMPETENCIES

1. **Given the task of analyzing the influence of the family on the overall development of the person, the student will apply this analysis to his/her own particular situation (or to a case study) to the satisfaction of the instructor.**

   In order to do this, the student must be able to:
   a. Distinguish between heredity and environment by citing examples of each
   b. Discuss how environmental conditions nurture or impede the development of hereditary traits
   c. Identify the family as a major environmental influence and recognize that this relationship remains as structural patterns of families change
   d. Determine the influence of family security, love, recognition, and respect on an individual's self-concept and personality
   e. Determine the influence of family disharmony, violence, abuse and neglect on an individual's self-concept and personality
   f. Identify support groups, agencies, and organizations which aid the family in carrying out its basic functions

   Related Instructional Strategies 3, 7, 12, 13, 17, 18, 19, 20, 21, 22, 24, 25, 26, 31, 41, 42, 43

2. **After observing and interacting in relevant activities, the student will analyze the influence of peers and "significant others" on their overall development, to the satisfaction of the instructor.**

   In order to do this, the student must be able to:
   a. Define the terms "peer" and "peer pressure"; relate to assertiveness
   b. Identify several groups adolescents can belong to: (*i.e.*, youth leadership organization, sports, religious, band, student community volunteers)
   c. Analyze the positive and negative aspects of peer pressure and ways to assert individual choice within the peer group structure
   d. Identify persons who have influenced their lives
   e. Discuss how he/she has influenced others
   f. Compare and contrast the influence of family, peers, and others on decision making
   g. Apply the management process to a real-life family or peer concern, taking into consideration values, emotions, etc.

   Related Instructional Strategies 2, 3, 5, 6, 7, 18, 19, 25, 28, 31, 41, 42, 43

3. **Given basic communication skills, the student will continue to positively develop verbal and non-verbal methods of interaction.**

   In order to do this, the student must be able to:
   a. Recognize ways various people communicate
   b. Understand communication process (message sent, message received)
   c. Practice verbal and nonverbal communication

   Related Instructional Strategies 1, 2, 3, 4, 5, 6, 7, 8, 17, 19, 29, 41, 42, 43

4. **Through observation and interaction, the student will describe conditions of human dependence at various stages of life and will demonstrate means of providing care and understanding for other age groups, to the satisfaction of the instructor.**

   In order to do this, the student must be able to:
   a. Identify needs of individuals at various life stages and discuss when persons are more and less dependent on others
   b. Demonstrate understanding of procedures required for the care of an infant or young child
   c. Cite experiences which can be provided for the young child to promote physical, social, emotional, and intellectual well-being
   d. Describe situations when parents become dependent upon adolescents
   e. Recognize the role adolescents can play in providing for the needs of the elderly
   f. Demonstrate understanding of ways the adolescent can help persons with handicaps to become more independent

   Related Instructional Strategies 4, 7, 9, 11, 13, 14, 15, 16, 17, 18, 19, 22, 23, 24, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43

MODULE H-2: PERSONAL DEVELOPMENT

5. **Given real-life tasks, the student will analyze how roles and the degree of responsibility change in relation to one's level of development, with a degree of understanding acceptable to the instructor.**

   In order to do this, the student must be able to:
   a. Define rights, resonsibility and privilege in terms of accountability, reliability, trust, etc.
   b. Define role in relationship to home, school, and community, noting similarities and differences
   c. Cite examples showing that the degree of responsibility changes from childhood to adulthood, according to one's level of maturity
   d. Discuss how responsibility for the rights of others changes from childhood to adulthood
   e. Identify multiple roles within the family
   f. Examine traditional and nontraditional roles in the family
   g. Demonstrate responsibility by applying the management process to complete a task

   Related Instructional Strategies 3, 5, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 18, 19, 20, 21, 22, 25, 26, 29, 30, 35, 36, 37, 38, 39, 41, 42, 43

The following is a list of the suggested instructional strategies which correspond to the performance objectives for this topic. This is only a guide. This chart *does not limit other possible combinations* and should only be used as a reference. Teachers may also wish to combine objectives and strategies from several modules. This chart shows which strategies help teach more than one performance objective and also the variety of strategies for a particular objective.

PERFORMANCE OBJECTIVE	RELATED INSTRUCTIONAL STRATEGIES
1	3, 7, 12, 13, 17, 18, 19, 20, 21, 22, 24, 25, 26, 31, 41, 42, 43
2	2, 3, 5, 6, 7, 18, 19, 25, 28, 31, 41, 42, 43
3	1, 2, 3, 4, 5, 6, 7, 8, 17, 19, 29, 41, 42, 43
4	4, 7, 9, 11, 13, 14, 15, 16, 17, 18, 19, 22, 23, 24, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43
5	3, 5, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 18, 19, 20, 21, 22, 25, 26, 29, 30, 35, 36, 37, 38, 39, 41, 42, 43

SUGGESTED INSTRUCTIONAL STRATEGIES

Verbal and Nonverbal Communication Strategies

1. Ask each student to cut out a picture from a magazine that is an example of two people communicating with each other. Have the students:

   a. Tell a story about the picture and relate what is happening, the circumstances that led up to the situation described in the picture, etc.
   b. Describe what the characters were saying or thinking at the time the picture was taken.
   c. Consider whether the characters in the picture are communicating positively or negatively. Explain why by describing the kind of communication skills they are using and the messages they are sending.
   d. Select one of the characters and explain how the situation presented in the picture will affect his or her self-image.
   e. Discuss examples of stereotypical male/female communication.

2. Most students spend part of their free time watching TV or reading comics. The following strategy will allow them to use some of the skills and knowledge they've learned in class while engaging in these activities:
   a. Have students cut out and show to the class cartoons or magazine pictures that illustrate examples of verbal and nonverbal communication, such as: smiling, praising, showing affection, frowning, looking annoyed or angry, blushing, showing interests/concentration, checking out mixed messages, showing good eye contact, responding to a speaker, interpreting nonverbal communication, showing a nonjudgmental attitude, or limiting outside distractions. As a class project, have the students use these pictures to make a communication display for the classroom.

b. Have students watch a half-hour TV show on a selected night (or pretape a video of a popular sitcom). Distribute a worksheet with three column headings entitled: "Main Characters," "Examples of Behavior, Gestures, or Facial Expressions," and "Possible Meanings of Expressions." Ask students to complete the worksheets while watching the TV segment. Discuss with the class the various verbal and nonverbal communication messages used by the main characters in the segment.

3. Have students bring in advertisements showing gender stereotyping. Discuss. In groups, discuss how to remove the stereotyping aspects from the advertisements.

4. Working in pairs, have students repeat a sentence using different emotions such as happiness, anger, disgust, etc. Have students listen for examples of how similar words, phrases, or sentences are used in different contexts at home, school, and work.

5. Use a typical adolescent setting such as students sitting around a table working on a group activity to portray the levels of communication that occur. Use lines of string to connect students that are communicating. Show relaxed conversation as a "loose" string and more stressful communication as a tighter string. Vary the colors of string to show other relationships. Discuss what the final string web looks like and what is happening at this table.

   - Who has the most strings? Does this person have leadership qualities?
   - Is there anyone who doesn't have a string?
   - What impact does the looseness or tightness of the strings have upon the students who are holding them?

6. Demonstrate how peer pressure influences us. Create a situation needing a solution (for example, telling on a friend). Have a student with a strong self-image leave the room on pretense. Tell class they are to disagree with missing student's solution to problem and attempt to change his/her mind. Further suggestions are assigning different roles to students: *i.e.*, agreeable person (agrees with everyone), blocker (topic changer), etc.

7. Use multimedia materials to develop awareness of the influences of peer pressure and how one can deal with it.

Family and Roles

8. Select one or more of the following as the basis of a class discussion.
   - A half-hour situation comedy on TV, a movie, or a soap opera
   - Fiction article
   - TV commercials, cartoons, advertisements

   Describe the role each individual "plays." Identify potential role conflicts and suggest possible solutions.

9. Students can respond to the following opinionnaire that examines the roles of individuals:
   - What roles are assumed by self, adults, children in family?
   - What is meant by multirole, role conflict, role overload? Give examples of each.
   - How do roles interrelate in a family or group setting? Give examples.
   - What is the relation of the role or multirole in terms of how one "sees" or "feels" about self?

10. Survey roles assumed by family members. If each person assumed multiroles, what changes would occur at home, in the marketplace, and in society?

11. Discuss with the class how and when an individual prepares for multiroles and how the management process can help multirole individuals.

12. Write the terms listed below on the board. Have students draw stick figures to represent each type of family. Discuss the meaning of each term, being careful to be nonjudgmental. Identify characteristics of each family form. Use statistics for reality.

    - Nuclear family
    - Extended family
    - Childless family
    - Single-parent family
    - Blended family

    Other families cannot be represented by drawings, but are considered to be just as important, and include the blended family, foster family, or adoptive family. Discuss why the family is considered the major influence on the personality and well-being of an individual.

13. Invite persons representing a variety of family structures to join the class for a discussion of relevant issues. Discuss problems that have been handled in positive ways to promote growth and development of family members. (Alternative experiences would be to analyze a movie on the topic or to discuss a family in a story.)

14. Discuss with the class reasons why families cannot always carry out the functions of the family without help. Have students refer to the local telephone book to find a listing of community agencies organized to provide various kinds of family help. Obtain interpretive flyers/brochures on agencies. Have students categorize agencies according to the services offered. Make a display of the information on the bulletin board.

15. Invite the school social worker or guidance counselor to discuss the role of the professional when providing help to individuals or families.

16. With teacher approval, have a student planning group invite representatives of various local agencies, including those concerned with child abuse, to serve on a panel. Each panel member should be asked to explain how his/her agency and other agencies support the family. Have selected students write letters of thanks to the guests. Have another group develop a fact sheet which summarizes the major ideas presented.

17. The following strategy is a case study which should be *adapted to the socio-economic/cultural characteristics of the neighborhood in which you teach.*

    Meet Mr. and Mrs. Smith and their three boys: George, age 16; James, age 15; and Nathan, age 10. Both Mr. and Mrs. Smith are employed full-time outside the home. As a family they are interested in computers, gardening, fishing, and reading. Mr. Smith is attending night classes. Mrs. Smith is the budget director of the town council. The children are active in school activities, and George and James have newspaper routes. The Smiths live in a one-family house and have a car. Since the Smiths represent a multirole family, list four ways in which this family can manage all of the roles and activities.

    Imagine that Mr. and Mrs. Smith view their roles differently, and list some conflicts that might occur for each possible role conflict. Suggest a solution. Identify ways in which technology has or will influence the role of family members.

Rights and Responsibilities

18. Ask the students how frequently they hear the admonition, "You need to be more responsible." Write the word **responsible** on the board. Have students suggest other words which have similar meanings. Help students to write definitions and add to glossary of terms. Role plays, skits, and written materials can provide examples of responsible and irresponsible behavior.

19. Have students observe others for two days and keep a journal (log) of examples of responsible and irresponsible behavior. Discuss examples with the class. Videotape the lunchroom. Analyze and discuss examples of responsible and irresponsible behavior.

20. Provide students with: 1) multiple copies of a timeline with several dates, about two years apart, from birth to age twenty-one, and 2) a list of responsibilities faced by young people in this time range. In small groups, students can decide when a person should be able to assume each responsibility and compare time lines. Emphasize how the number of responsibilities increases with age. Discuss common responsibilities faced by the 11-to-14 year old.

21. Design a chart with the following column headings:
    Responsibilities: to self (age assumed)
    to family (age assumed)
    at school (age assumed)
    at work (age assumed)
    Future Responsibilities: (age you expect to assume)

    Students can then brainstorm ideas in small groups. As a follow-up, have students answer the following questions based on their responses:
    a. Were most of the responsibilities you assumed at an early age (5-10 yrs) for yourself or others?
    b. In general, does the number of responsibilities you have increase or decrease as you get older?
    c. In general, how have the kinds of responsibilities changed since you were younger?

22. Students compile a checklist of responsibilities assumed for self and others at home and at school. Discuss the advantages and disadvantages of being responsible for some of the major tasks identified in the survey.

23. With family approval, have students plan projects to be carried out at home that demonstrate the student's

ability to be responsible for self, other family members, and the community under a variey of circumstances.

Examples:
- Clean yard for neighbor who is ill.
- Prepare supper for family when parent has other responsibilities.
- Take care of neighbor's child so that parent can go shopping.
- Clean own room which is to be shared with a visiting relative.
- Do the family wash while family members spend the day caring for grandparent.
- Repair hinge on closet door and return tool to proper storage area.

24. Each student can develop a coupon booklet which describes tasks students could do for someone. The tasks should reflect the student's abilities, skills, and use of time management. Students can choose to give the coupon booklet to their parents or a special friend. The receiver of the booklet can then redeem the coupons as desired.

25. Survey class for tasks they perform on the job and those they perform, with or without payment, at home. List the tasks on the board. Have students indicate any complaints they have received in performing the tasks. Form panel to review a sample problem situation in which a task was performed inadequately. Panel should determine if complaint was warranted and advise ways to avoid future complaints. Help students to realize that if you accept payment, you must assume responsibility for a completed task well done. Discuss pride of workmanship, whether or not one is paid. Use FHA student achievement award program to self-motivate or reward students.

26. Based on direct observation (or films, readings), students can identify the stages of growth during the life cycle. For each stage, have students note physical, social, and cognitive differences.

27. Simulate the experience of being handicapped in the classroom. Divide the class into small groups and have them try to engage in common everyday activities while having certain abilities impaired.

For example:

While blindfolded, have the students count change from a pile of coins.

While wearing gloves (to simulate impaired manual dexterity), have students attempt to peel a potato, write a letter, and pick up a coin.

While wearing a swimming mask or goggles covered with either opaque film (to simulate impaired vision) or cardboard with small holes in front of eyes (to simulate tunnel vision), have students read the preparation instructions on a food package.

28. Visit a day care center. Ask the director to discuss rights of the children with the class and how the staff respects those rights. Discuss with the class how children's rights may be violated and how a supervisor can guide and communicate in a manner which does not violate a child's rights. Have students observe the young children and note if their rights appear to be respected.

29. Visit a nursing home. Have students observe social interaction between staff and elderly, and among the elderly. Compare and contrast the rights and responsibilities of children with those of the elderly.

Caring for Others

30. Write on the chalkboard examples of the essential needs of all individuals throughout life: physical needs, safety needs, social needs, esteem, self-actualization needs, cognitive needs, and aesthetic needs. Students describe each need and indicate how the end is usually satisfied. Raise the question, "At what stages do we depend on someone else to satisfy our needs?" Read and discuss several case studies which depict dependency, at various age levels, on help to satisfy essential needs. Discuss how a person who is physically handicapped is able to meet his or her own essential needs.

31. Small groups of students plan and present demonstration of care techniques for infants, babies, and/or young children. Evaluate care techniques as well as the group planning process.

32. Have students read references, view films, and use other resources about the needs children have for experiences that promote physical, emotional, social, and intellectual well-being. Discuss the major concept of growth and development. Have the class plan and implement a project designed for young children, aged 2-5 years. The class should use the decision-making process to select a project. Small groups could plan

and implement the plan using the management process. Possible projects:

- Provide day care service on election day or when it would be helpful in the community.
- Hold story hour at public library.
- Visit and/or participate at a day care center.
- Visit elementary class. Carry out an activity with the children that has been preplanned with the teacher.
- Invite 2-5 year-olds to school for designated time. Have class plan activities, snacks, guidance strategies, etc.

Evaluate the project in terms of ideas learned and the planning process.

33. Have the class identify types of play that contribute to the growth and development of the 2-5 year old. Select activities and make appropriate play materials; *e.g.*, mobiles, soft toys, puppets, finger paints, activity boards, story books.

    OR

    Have the class make toys for infants (mobiles, textured touch-toys, toys to grasp) designed to stimulate environmental preparation. Design toys which can be used by infants with various handicapping conditions.

34. Have class members provide materials to prepare a file of games, stories, and activities to use when babysitting. These materials could be evaluated by the class in terms of their appropriateness for various age groups.

35. Ask students to cite examples of how other members of their family depend upon them for various needs. Continue the discussion with examples of their own dependence upon others. Identify the two-way dependence as "interdependence."

36. Arrange for students with disabilities and the special needs teacher to meet with the class to help "able" students to understand their needs and sensitivities. Together list ways the "abled" and "disabled" can help one another.

37. Plan a day for senior citizens to visit the class. The class should determine purpose of day (goal), establish working committees, plan how the goal will be met, and implement. Then class can evaluate what has been learned about self, seniors, and the process. (Possible activity: Senior citizens and/or students share hobbies and experiences.)

38. Identify ways to meet the needs of senior citizens and people with disabilities who might appreciate teenage attention. Have members of the class write a letter to a senior center or church suggesting they call if they want the following services offered: shopping, conversation, window washing, dog walking, etc.

39. Suggest that students "adopt" a senior citizen or a handicapped person and develop an ongoing relationship. Remind students that they should not take on this activity with the idea that they can simply "drop" the relationship once the project is considered to be completed. Develop a plan for continued communication.

40. Tour a sheltered workshop.

    Ask the guide to discuss the services rendered by the handicapped workers, local industries' contribution to the shop, the role of the shop in the community.

    Discuss the opportunity to be a productive member of society and an individual's responsibilities.

41. Use youth leadership organization planning and management processes to guide students in using activities and materials related to others.

42. Consult Cooperative Extension and arrange for speakers, team teachers, and use of materials. Emphasize to the students the use of community resources as a means of gaining information.

43. Use computer programs, videotapes, and/or multimedia related to others.

Suggestions for Students With Special Needs

In each classroom situation there may be students who have a poor self-image. This may affect their overall performance and behavior. Some students with handicapping conditions may have experienced previous failure in social or academic situations and, therefore, lack self-confidence. This can result in these students having poor self-images. However, a poor self-image can be uplifted and changed through equal opportunity for success.

This personal development module is seen as one of the most important segments of the Home and Career Skills program. Learning to develop a more positive self-image and forming more positive relationships leads to a greater chance of living a more personally satisfying life. The challenge lies in the teacher's ability to provide meaningful

and appropriate activities which lead to success and the desired change.

Several general procedures have proven successful with adolescents. One method is to specify the desired behavior and have the students repeat task statements. Reinforcing desired behaviors, either verbally or through other forms of recognition, generally increase the frequency of those behaviors. A clear knowledge of a student's abilities and inabilities enables the teacher to provide appropriate activities. Using course outlines, charts, models, demonstrations, and teaching from the abstract to the concrete helps make students and teachers feel that they are accomplishing given tasks.

Adaptive procedures to develop a positive self-image, using a different approach, may include some of the activities identified below.

1. When necessary, allow students to record on tape a description of themselves rather than be required to write one. The special education teacher could help identify this population of students.
2. Handicapped students unable to perform in front of a group should be given an alternative activity. During a role-playing activity, have the student videotape it.
3. Many handicapped students have difficulty listening, writing reports, recording information, and completing worksheets independently. These students should be given an opportunity to work with a peer, an aide, or the special education teacher.
4. Students with visual perception problems should be provided with adaptive materials and equipment. Stress activities which utilize the auditory and tactile modes of learning.

Resource room teachers, guidance counselors, and special educators may be a source of helpful information on each student's management needs, potential, and areas of interest and experiences. Discussion with others often provide alternative approaches that enable student success.

MODULE H-3: PERSONAL AND FAMILY RESOURCE MANAGEMENT

PREREQUISITE:

Module H-1, Process Skills

SUGGESTED TEACHING TIME:

Minimum 27 hours

Maximum 55 hours

MODULE H-3: PERSONAL AND FAMILY RESOURCE MANAGEMENT

INTRODUCTION

What would our life be like if it wasn't necessary to provide food, clothing, and shelter for ourselves? Think about how much of our life revolves around these basic human needs — needs which must be satisfied. Consider how much time, energy, and talent one devotes to providing for food, clothing, and shelter.

The forms which food, clothing, and shelter will take in the 21st century may be quite different from those we use today. Nevertheless, the need for food, clothing, and shelter will remain. Home and Career Skills deals with the problems of meeting these basic needs of daily life. Persons who have learned to make wise decisions, who approach problem solving creatively, and who manage their personal and family resources effectively, appear to be better able to reach their goals than those who do not gain these skills. They also seem to have more time, energy, and resources left over for leisure activities, for community enrichment functions, and/or for additional work achievement. In this society those activities, which go beyond providing just the basic needs, are sought after and valued. Thus, most individuals and families would like to learn to make more effective use of their personal and family resources.

Module H-3 (Personal and Family Resource Management) focuses on consumerism, money management, nutrition management, clothing management, and personal environment management. This module has been separated into these five topics which are organized into individual units within the module. It is the intent of the curriculum to continually show the relationships that exist among the topics. The five topics together form an interrelated and larger whole.

The Home and Career Skills curriculum in its most comprehensive sense involves the "study of laws, conditions, principles, and ideals concerned with one's immediate physical environment and one's nature as a social being, and is especially about the study of the relationship between the two." (Definition of Home Economics, Lake Placid Conference). Regardless of the particular circumstances in which one finds oneself, the application of the decision-making, problem-solving, and management processes should enable individuals to address current concerns positively, to anticipate and prepare for their future in a holistic way, and to begin to contribute, in a meaningful way, to addressing some of the underlying problems of society.

Topic 1: How Can I Be A Responsible Consumer? (consumerism)

Goal

The purpose of this topic is to help students apply the decision-making, problem-solving and management processes to consumerism. The goal is for students to develop the knowledge and skills needed to use these process skills in practical real-life situations and to become responsible consumers. An understanding of consumerism will provide the student with tools to deal with the myriad of products and services available for the individual and family and will aid students in exercising their rights and responsibilities in allocating resources.

Description

Millions of dollars are spent annually by and for preteens and teenagers on personal and family items. The media constantly bombard the consumer with enticing advertisements, while rapidly advancing technology ensures that products are obsolete, even as they are purchased. The context for consumer decisions is much more complex today than ever before.

Major Skills, Knowledge, and Behaviors to be Developed

Generalizations:

1. To become a responsible comsumer, one needs to understand money management, nutrition management, clothing management, and personal environment management.
2. Since consumerism and resource management are interdependent, sound consumer practices involve decision-making, problem-solving, and management skills.
3. The application of consumer rights and responsibilities results in consumer decisions which have an impact on the individual, the family, and society.

This topic should develop the student's ability to:

1. Describe societal and technological changes that affect the individual and the family in the context of consumerism.
2. Use consumer skills to buy responsibly and to protect consumer's individual rights as consumers.

PERFORMANCE OBJECTIVES/SUPPORTING COMPETENCIES

1. **After selecting a relevant individual or family consumer problem, the student will identify various influences on his/her or the family's role as a consumer, with a degree of understanding acceptable to the instructor.**

   In order to do this, the student must be able to:
   a. Distinguish between the influence of different individual and family priorities, needs, wants, values, and lifestyles on consumer decisions
   b. Identify and describe the influence advertising has on consumer decision making
   c. Analyze the influence that peers have on consumer decisions at different stages of the life cycle
   d. Determine the influence that availability of the resources of time, effort, money, and skills have upon consumer decisions
   e. Consider technology in terms of its relation to a product or service and its impact upon consumer decisions
   f. Consider environmental and social issues which infringe upon the rights of others in the context of consumer decisions

   Related Instructional Strategies 1, 2, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 28, 29, 30

2. **After participating in a series of activities related to consumerism and money, nutrition, clothing, and personal environment management, the student will identify a set of guidelines for consumers which include the roles of consumers in the marketplace and consumer rights and responsibilities, to the satisfaction of the instructor.**

   In order to do this, the student will be able to:
   a. Recognize the role of the responsible consumer in the marketplace
   b. Differentiate between consumer rights and responsibilities
   c. Cite examples of consumer laws which protect the rights of consumers

d. Identify consumer protection agencies which assist the consumer in ensuring his/her rights
e. Undertake at least one responsible consumer action
f. Describe adaptations and accommodations which have been made in response to rights and responsibilities for persons with handicaps as consumers (*i.e.*, accessible stores, special parking spaces)

Related Instructional Strategies 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 28, 29, 30

3. **Given a choice of products or services to purchase through a simulated or assigned shopping experience, the student will undertake comparison shopping experiences culminating in a decision of whether or not to make a purchase, and if so, which product or service to purchase. This should be completed to the satisfaction of the instructor.**

In order to do this, the student must be able to:
a. Analyze wants and needs, relating them to personal or family goals and the rights and responsibilities of consumers
b. Seek information regarding available choices and resources so that all alternatives can be considered
c. Identify sources of information on products or services to conduct comparison shopping. Use this information in order to make an appropriate choice

Related Instructional Strategies 3, 4, 5, 14, 26, 27, 28, 29, 30

The following is a list of suggested instructional strategies which correspond to the performance objectives for this topic. This is only a guide. This chart *does not limit other possible combinations*, and should only be used as a reference. Teachers may also wish to combine objectives and strategies from several modules. This chart shows which strategies help teach more than one performance objective and also the variety of strategies for a particular objective.

PERFORMANCE OBJECTIVE	RELATED INSTRUCTIONAL STRATEGIES
1	1, 2, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 28, 29, 30
2	8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 28, 29, 30
3	3, 4, 5, 14, 26, 27, 28, 29, 30

SUGGESTED INSTRUCTIONAL STRATEGIES

1. Have the students individually list items they buy frequently, and identify each item as a need or want. Relate to Module H-1 in identifying and discussing the role of values in shaping wants, how the student's role as a consumer will change with time, and how children influence family consumer decisions.

2. Ask each student to imagine that they have $200.00 to spend, and to decide on what they would purchase. Discuss whether decisions about purchases were based on a need or want. Have the class identify the stages of the life cycle, needs to be met during each stage, and how these needs change over time. Following this discussion, provide students with case studies of families' and individuals' purchasing practices. Using a worksheet, have the students identify needs and wants related to each sample situation.

3. Have students analyze the features of two models of a product which they want to purchase (*e.g.*, article of clothing, stereo, telephone, bicycle, roller skates, etc.) Discuss needs and wants in relation to the features offered on the two models. Based on this information, have students make the decision of which model to buy.

4. Divide the class into four teams. Each team should select a hypothetical purchase as a goal. Have the teams use the decision-making process to determine the appropriate choices necessary to achieve this goal. Possible group procedure:
   a. Use library and community resources to acquire consumer information on a specific item.
   b. Establish criteria for product evaluation.
   c. Conduct comparison shopping to determine the best price, service, adherence to established criteria, reputation of dealer, product quality, and use.
   d. Analyze advertisements used in the yellow pages, local newspapers, and catalogs, and also observe products in local stores to determine brands, styles, or models available.

e. Talk with and/or question store sales personnel to obtain information about a product.
f. Have each team report back to the class and discuss the concept of "appropriate choice."
g. Evaluate the decision-making process used. Pay special attention to steps seen as most difficult to carry out.

5. Have students identify personal values that affect consumer buying. List individual vs family values and discuss the difference between them. Using a pictorial presentation of buying interests according to differing lifestyles, explain how individual and family values can influence consumer decisions.

6. Discuss values and goals that may provide motivation for the purchase of various products and services. Examples of products and services are:

Products:	Services:
- a compact car vs a luxury car	- dry cleaners
- increased heating fuel vs increased insulation	- auto repair
- hair dryer	- lawyer
- new furniture	- hair dresser
- life insurance	- social services
- records	- babysitter
- books	- public transportation
	- library
	- parks
	- education

Note that some products and services are necessary and some are not, and give examples.

7. Give each student a hypothetical shopping budget (amount appropriate to economic level of class members) to purchase family gifts. Using catalogs, have students make decisions about purchases and record why they would choose particular items. Discuss values and goals reflected by purchases.

8. Organize a student panel to discuss ways in which consumers are influenced by various types of promotional media. Divide the class into several small research groups and have them collect information to be used by the panel member. Have one small group plan and make arrangements for the discussion. Possible arrangements might include: inviting guests, or other students, providing refreshments, planning room arrangements, selecting a host/hostess, writing thank you letters, etc. Evaluate the planning and implementation process.

9. Have the class collect a wide variety of advertisements from magazines, newspapers, and catalogs and, if possible, tape the audio portions of TV and radio commercials. Use these examples to introduce the topic of advertising. Discuss the selling techniques used and helpful information listed. Additional activities related to advertising are:
   a. Define and describe how basic human needs (psychological, safety, love, recognition, self-realization) are used in advertising to influence buyers.
   b. List all of the TV commercials shown at prime time during an evening. Record information pertaining to the products or services promoted (*i.e.*, length of the commercial, the target market, and the "convincing" words, images, or emotional appeals).
   c. Analyze the influence of certain events and the popularity of celebrities on consumer buying.

10. With the class, set up a rating sheet for informative, helpful, and tasteful ads. Have the students rate six ads on TV or in magazines, using the rating sheet. After the rating has been accomplished, discuss several of the ads that received high ratings. Have each student select an ad with a low rating and rewrite the ad, or have students write an ad for a service the student could perform (babysitting, lawn care, car washing, etc.).

11. Discuss the role of advertising in the marketplace. Questions such as the following should be addressed:
   - What would be the consequences for business, consumers, and the economy if there was no advertising?
   - How would consumers find out about products and services without ads? (*e.g.*, movies, sales, new products, specials, seasonal items)
   - How is advertising affected when investment capital is limited, when unemployment is high, in periods of inflation or recessions?
   - Analyze the influence on buying when a skill is well developed, when time is available, and when other resources can be shared or exchanged.
   - Discuss how men/women are portrayed in advertisements. (Is it a sexist ad?)

12. Divide class into small groups of four or five students. Ask them to select or develop a product they'd like to

sell and create a TV commercial for it. Using the management process, students can determine their target audience, the form the advertisement will take, the logical arguments used to induce the target audience to buy the product, etc.

a. Create a picture that will elicit an emotional appeal from their target audiences, and show it to the class.
b. Write a TV or radio script that they can act out for the class.

Following the demonstrations and performances, have the class vote for the commercial or ad with the most appeal.

13. Discuss how technology influences the marketplace and the consumer. Include in the discussion the concepts of electronic funds transfer and the Universal Product Code.

14. Given a case study or mini-drama of a family consumer group, use creative problem solving to discern the goals and values that appear to be important to the family members, apparent needs or wants involved, alternative decisions on what the family could purchase, or alternative resources the family could use to obtain the item.

15. Using a transparency, discuss the rights and responsibilities of consumers. For each point, examples need to be given and solicited from students.

Rights of Consumers	Responsibilities of Consumers
- to be informed	- to keep informed
- to be safe	- to report unsafe products
- to choose	- to be selective
- to be heard	- to vote
- to be protected	- to know where to go for help
- to quality	- to make suggestions for improvement
- to integrity in the marketplace	- to be honest in dealings

16. Invite a retail store owner and a representative of a consumer protection agency to class. Have students prepare questions for the speakers related to consumer protection, consumer complaints, customer-related policies in retail stores, consumers' rights and responsibilities, and retailers' rights and responsibilities.

17. Invite a speaker from the Better Business Bureau or some other agency involved in consumer affairs. Possible discussion topics are:
- Truth in Advertising
- Contracts for Services, Both Written and Unwritten
- Responsibilities of Business for Consumers
- Steps for Consumers to Take When They Have Been Deceived by Business
- Consumer's Rights and Consumer's Role as an Advocate
- What Steps Are Taken by the Better Business Bureau When the Office Receives a Complaint? What Is the Success Rate for Resolution of Problems?
- How Do Better Business Bureaus Help Business as Well as Consumers?

18. Role play a shopping situation using class members as clerks and customers. Design roles so that students gain experience in skills such as counting change, reading labels, and comparative shopping. Discuss appropriate behavior for clerks and customers and effective ways for customers to make a complaint.

19. In groups of two or three, prepare and present a sociodrama that demonstrates examples of positive and negative behavior observed in stores. Ask the students to identify examples of each behavior and appropriate alternative behaviors.

20. Survey or interview store owners or invite a speaker from the business community to the class in order to determine the extent of shoplifting in your area and how it contributes to the increased cost of products to consumers. Follow up with a student-led discussion on shoplifting. The discussion should include value conflicts, the court's position, ethics, and possible effects on future employment possibilities.

21. Have selected members of the class attend a session in small claims court and report on their experience to the class.

22. Conduct a survey of community agencies or businesses where consumer complaints or suggestions for improvement of business practices are made and find out how each agency functions.

23. Have students write letters to a manufacturer to voice a complaint or make suggestions for improvement of a product. Post copies of these letters in a prominent place in the classroom or in school display case. When/if students receive responses from manufac-

turers, have them share the results with the class. Post the responses next to the original letters. Discuss which letters were most effective and why, and request student recommendations for improving letters which did not receive a response.

24. Discuss laws that have been developed to protect the consumer. Examples may include: records of birth, marriage laws, building codes, Social Security, licensing of doctors, labeling, credit protection, the Consumer Product Safety Act, and the Food, Drug, and Cosmetics Act.

25. Make a display for the school using information gathered in the following exercise. Divide the class into four teams identified as: Health and Safety, Quality, Quantity, and Information. Use the school or community library, classroom reference materials, and community resources to research laws, regulations and/or codes which protect the consumer in each of the identified areas. The team that can identify and carefully explain the most laws, regulations, and codes is decreed the winner.

26. Based on holdings in the school library, have the class develop a bibliography of magazines, pamphlets, and books that provide information on and ratings of products. Collect printed materials on product quality standards from sources such as J.C. Penney, Sears, Cooperative Extension, and Consumer Reports. Individually, or in pairs of two, have the students use these resources to locate information on one or more products. Follow with a discussion about the products.

27. In a laboratory situation or a learning center approach, set up a display of packaged, similar foods representing generic and brand name products. Evaluate the information available on product labels and the characteristics of the product according to the brand. Use a rating sheet to record product information, appearance, texture, taste, cost. Discuss sources of information for making a choice. Relate characteristics to needs, wants and values. (This activity could be repeated using children's toys, personal products, or clothing as examples.)

    Evaluate the decision in terms of the following questions:
    - Is the student going to buy?
    - Which one will the student buy?
    - Was there a particular factor which influenced the decision of which to buy?
    - How will the item be paid for?
    - What consumer rights and responsibilities were considered?
    - Is the decision a responsible consumer decision?

28. Use youth leadership organization planning and management processes to guide students in using activities and materials when choosing products or services.

29. Consult Cooperative Extension and arrange for speakers, team teachers, and use of materials in relation to products and services, such as, "It All Adds Up." Emphasize to the students the use of community resources as a means of gaining information.

30. Use computer programs, videotapes and/or multimedia related to consumerism.

Suggestions for Students With Special Needs

1. Provide for student examples of personal needs and personal wants. Have students discuss with peers/resource room teacher/special education teacher/aide the differences between them.
2. For many students, discerning the difference between needs and wants will be a very abstract task. Describe for those students how basic needs are different from wants.
    a. If each student has $100.00 to spend, what needs would they purchase?
    b. If each student has $100.00 to spend, what wants would they purchase?
3. Specifically define for students through description, example, or other means, what personal values are and how they can affect consumer buying.
4. Many students may have difficulty counting change, reading labels, or doing comparative shopping. Thoroughly explain each activity on a practical level.
    a. Permit the use of calculator.
    b. Through support/intervention, have students research prices of canned goods and calculate the unit price.
    c. Provide students with reading disabilities strategies for determining differences between jars.
5. In all activities requiring discussion/identification, provide students with concrete lists that actually define activity.
6. In all activities that require writing, many special needs students may require resource room/special education teacher/aide support in completing exercise.
7. In all activities that require writing, many special needs students may need to take test orally or through "readalong."

Topic 2: **How Can I Make Money Work For Me?** (money management)

Goal

The purpose of this topic is to help students apply the decision-making, problem-solving, and management processes to money and financial resources. The goal is to develop the knowledge and skills needed to use these process skills in practical, real-life situations requiring the use of money management principles and to make optimum use of financial resources.

Description

Today, teenagers start to work at a younger age than in years past and, as a result, have their own discretionary money to spend. Also, as more teenagers take on responsibilities at home to help their working parents, managing part of the family's finances increasingly becomes their responsibility.

Major Skills, Knowledge, and Behaviors to be Developed

Generalizations:

1. In order to realize the potential of money management, it is important for individuals to understand where money comes from and how it works for individuals in daily life.
2. Money is one resource which helps people reach their goals and should be managed wisely in order to attain its maximum benefits.
3. Because individual money decisions influence the total family's use of money, each individual should apply the decision-making, problem-solving, and management process skills to the use of money.

This topic should develop the student's ability to:

1. Spend and save money wisely
2. Describe sources of money for an individual and a family, and recognize the interrelationship between individual spending and family spending
3. Make judicious use of money as a resource between individual and family spending
4. Locate and use information related to money management

PERFORMANCE OBJECTIVES/SUPPORTING COMPETENCIES

1. **Given the responsibility of managing personal money (or a simulated class activity), the student will develop a spending plan to meet established goals based on money management principles, with a degree of accuracy and completeness acceptable to the instructor.**

   In order to do this, the student must be able to:
   a. Identify individual needs for money
   b. Identify "reasonable" individual wants and establish goals based on these wants
   c. Identify potential sources of money
   d. Formulate a personal plan for use of money
   e. Identify factors which lead to successful money management

   Related Instructional Strategies 1, 2, 3, 4, 5, 6, 7, 8, 12, 21, 22, 23

2. **Given a set of available local resources, the student will evaluate safe, efficient, and profitable methods of saving money, with a degree of perception acceptable to the instructor.**

   In order to do this, the student must be able to:
   a. Identify the purpose of saving
   b. Survey safe, efficient and profitable ways to save
   c. Cite criteria for judging an effective saving plan
   d. Explain "interest" in relation to money/financial management

   Related Instructional Strategies 5, 6, 7, 10, 11, 13, 14, 20, 21, 22, 23

3. **Given relevant situations involving the protection and management of personal funds, the student will identify procedures which can protect personal funds and avoid unnecessary risk, and will apply the procedures appropriately to his/her own real-life situations, to the satisfaction of the instructor.**

   In order to do this, the student must be able to:
   a. Identify situations when money needs to be protected

b. Demonstrate procedures to follow to prevent extortion and stealing of personal funds
c. Identify obligations assumed when entering into a loan agreement (*i.e.*, friends, family, bank)
d. Describe problems created by overextending oneself through family or peer borrowing
e. State procedures to be followed to prevent excessive debt
f. Design a plan for protecting and managing personal funds

Related Instructional Strategies 9, 12, 15, 16, 17, 18, 19, 21, 22, 23

The following is a list of the suggested instructional strategies which correspond to the performance objectives for this topic. This is only a guide. This chart *does not limit other possible combinations,* and should only be used as a reference. Teachers may also wish to combine objectives and strategies from several modules. This chart shows which strategies help teach more than one performance objective and also the variety of strategies for a particular objective.

PERFORMANCE OBJECTIVE	RELATED INSTRUCTIONAL STRATEGIES
1	1, 2, 3, 4, 5, 6, 7, 8, 12, 21, 22, 23
2	5, 6, 7, 10, 11, 13, 14, 20, 21, 22, 23
3	9, 12, 15, 16, 17, 18, 19, 21, 22, 23

SUGGESTED INSTRUCTIONAL STRATEGIES

1. Introduce the issue of money management by reading *Alexander, Who Used To Be Rich Last Sunday* by Judith Viorst. This short (humorous) story can provide the basis for discussing the need for money, wants, goals, savings, and money-management planning.

2. Have the students complete the following phrases by expressing how they feel about spending and saving. Have one student record the responses on the board. Discuss the various reactions. Other statements may be added.
   - When I have money in my pocket, it makes me feel . . .
   - When I am broke, I feel . . .
   - If I had $1,000.00, I would . . .
   - The most important thing money does for me is . . .
   - People with a lot of money make me feel . . .

3. Discuss what it means "to manage money." Have the students give examples of money management (or non-management) at different stages of life. Lead class discussion on the importance of being able to manage money rather than let money manage you.

4. Define **budget,** and add to the glossary of terms. Clarify the meaning of **budget** and **spending plan,** and then have students brainstorm reasons why individuals use and need a budget. Have a student record on the board advantages and disadvantages of budgeting. It is important to be sensitive to different family situations and how money is used.

   Advantages might include:
   - helps people live within their income
   - reveals under and overspending
   - allows awareness of current and future wants and needs

   Disadvantages might include:
   - budget recordkeeping can be burdensome
   - a plan can be too rigid
   - emergency spending confuses goals

   Have students design a budget for themselves. Provide students with a sample family budget, and compare the complexity of their budget plan with the sample family budget. Ask the students to identify items that would be found in a family budget which would not be included in a teenager's budget. Have students estimate the cost of major household expenses.

5. Define **financial resources** and add to the glossary of terms. Ask students to list their common expenditures. *Identify alternative resources* (*i.e.*, exchanging knowledge and skills), that students could use to meet expenditures. Follow up by inviting persons of various ages to discuss how they have managed/coped with economic changes; *e.g.*, depression, war, unemploy-

ment, or when their resources changed as their roles changed from student to single adult to married couple.

6. Have students interview "successful" peers or family money managers to identify the influence of various factors on the success of money management. Then students can identify ways that each factor might affect successful money management. Examples are:
   - Knowledge and use of decision-making techniques
   - Clear identification of realistic goals
   - Determination, self-control
   - Emergencies and sources of help for unexpected expenses
   - Cooperation of others in family budgeting
   - Reliability of income

7. As a small group exercise, have students prepare a personal spending and saving plan designed to reach identified goals. Steps in the process are:
   - Determine items to be included
   - Make an estimate of expenses for a specified time span.
   - Discuss the plan with parents/adults at home.
   - Keep record of money spent.
   - Compare plan with actual expenses.
   - Decide if all expenditures were planned.
   - Evaluate the results.
   - Revise plan if necessary.

8. Discuss with students various sources of income, what job opportunities are available to teens, and how having a job would influence each student's role in the family, family routine, weekend activities, and school responsibilities. Develop a questionnaire on student sources of income, and survey students in the cafeteria. Write an article about the results for the school newspaper.

9. Discuss methods of payment to purchase goods and services and those methods that are available to teenagers such as layaway, barter, charge account. Indicate the advantages and disadvantages of each method.

10. In small groups, discuss the purposes of saving money. Have students suggest short- and long-term purposes of a saving plan (e.g., emergencies, college, irregular expenses, home). Ask students the following question: "How do needs at various life stages affect the importance of savings?"

11. Present and explain to the class the following characteristics of an effective savings plan:
   - safe
   - liquid
   - productive
   - inflation proof
   - convenient

   Using these characteristics of an effective savings plan as the criteria, have the class evaluate the following savings systems:
   - piggy bank (at home)
   - passbook savings account
   - NOW Checking and Super NOW Checking
   - Christmas or vacation account
   - EE Series U.S Government Bond Savings Plan
   - coin or stamp investment

12. Visit a bank or invite a banker to speak to the class on one or more of the following topics:
   - Banker's view of the importance of family saving
   - Computer systems for banking
   - Electronic Funds Transfer (EFT): advantages and disadvantages
   - Automatic teller machines
   - Direct deposit
   - How a bank uses depositor money to improve the community
   - The nature of interest earned and interest paid for various services provided by a bank
   - Savings systems available to bank customers
   - Savings systems most frequently used by teenagers

   Follow with a discussion to clarify and relate ideas to financial planning.

13. Obtain from local savings institutions copies of forms used to open a savings account, to deposit funds, and to withdraw funds. Have students complete the forms.

14. Distribute statements to the students which indicate that they have recently received a gift of $100.00, with the condition that they save the entire amount. Students should determine what savings system they would use and estimate the total amount (principal plus interest) that would be in their account at the end of one year, and at the end of five years, if deposited at simple interest. Divide students into small discussion groups and ask them to defend their choice of saving system.

15. Discuss with the class the old saying, "The love of money is the root of all evil." Have the students iden-

tify money-management problems which involve unethical acts, such as stealing, extortion, and/or unpaid loans. Have students list the occasions when assertive action may be required to protect funds and/or collect debts. Divide the class into groups to suggest assertive ways to handle persons who try to extort or steal personal funds.

16. Invite the school administrator responsible for student discipline, the juvenile offender representative of the police department, and a guidance counselor to serve on a panel to discuss school policy and procedures related to stealing and extortion, the community's position on juvenile crime, and the school and community's role in providing aid to the victim and alleged larcenist.

17. Have the students develop a set of guidelines on ways to avoid situations where actions related to money may lead to criminal action.

18. Have the students list the obligations assumed when entering into a contract involving a financial loan. Present a case study through a TV program, filmstrip, or short story involving borrowing between siblings or friends. Have the class analyze the situation, identify steps leading to possible problems, suggest ways problems might be prevented, and ways to avoid future problems which may result if similar behavior continues. Discuss why the students would or would not loan or borrow money. Identify risks for the lender and responsibilities of the borrower.

19. Have students prepare and act out socio-dramas of situations involving money management that require assertive action. Have students describe the method(s) used to defuse or prevent the problem, and the possible alternative solutions to correct the problem.

20. Organize a discussion panel to address the question of "Money Management in Our Community." Panel members could discuss services offered, most frequent problems encountered, and career opportunities in individual and family money-management careers.

21. Use youth leadership organization planning and management processes to guide students in using activities and materials to help manage money like "The Power of One."

22. Consult Cooperative Extension and arrange for speakers, team teachers, and the use of materials on managing money, such as "It All Adds Up." Emphasize to the students the use of community resources as a means of gaining information.

23. Use computer programs, videotapes, and/or multimedia related to money management.

Suggestions for Students With Special Needs

1. Provide students a list of factors that describe successful money management.

2. Provide students a list of factors that describe common expenditures.

3. Provide students examples that describe budgets and the items that would be considered needs.

4. Some special needs students will require completed example forms to use in completing their original.

Topic 3: **How Do I Choose What To Eat?** (nutrition management)

Goal

The purpose of this topic is to help students apply decision-making, problem-solving, and management processes to the area of nutrition and foods. The goal is for students to develop the knowledge and skills needed to use process skills in practical real-life situations related to their own nutrition and food preparation needs.

Description

There is much speculation about the future, but it seems clear that good nutrition and proper food preparation techniques will always be important. With the increased awareness of nutrition and its relation to one's health, the choices students make today will have long-range effects on their future health.

Due to changing family structures and lifestyles, students today are increasingly responsible for planning and preparing their own breakfasts, selecting their own lunches, choosing snacks, and helping with the preparation of family meals. As one of the major industries in this State and country, food will also provide careers for many of today's youths. Nutrition management offers unlimited opportunities for applying process skills in a practical, hands-on way to an area which teenagers often ignore to the detriment of their health.

Major Skills, Knowledge, and Behaviors to be Developed

Generalizations:

1. By developing an understanding of the many roles that food plays in a person's life, one can appreciate the many and varied ways in which individuals handle their need for and preparation of food.
2. If one knows the nutrients and their use in the body, food sources, and the results of nutritional deficiencies, one can make informed decisions of what to eat in order to be healthy.
3. Using appropriate utensils/appliances and food preparation techniques enables one to prepare food efficiently, attractively, and to retain the nutrition values of the food.
4. Preparation of nutritious menus can be assisted through the use of modern technology.
5. The continued use of effective decision-making, problem-solving, and management skills in the area of nutrition enables one to satisfy physical, social, and emotional needs related to food.

This topic should develop the student's ability to:

1. Apply the decision-making, problem-solving, and management processes to the selection, planning, and preparation of food resulting in nutritious meals
2. Investigate the cultural, social, psychological, biological, economic, political, global, and leisure roles of food choices
3. Understand the impact of technology on food and food preparation
4. Evaluate his/her own diet and the diets of others
5. Apply appropriate consumer skills to the purchasing of food
6. Apply math, science, and reading skills to the area of nutrition management
7. Locate, use, and evaluate information related to food and nutrition

PERFORMANCE OBJECTIVES/SUPPORTING COMPETENCIES

1. **Using applied activities, the student will describe why food is more than just something to eat by investigating the cultural, social, psychological, biological, economic, political, global and leisure roles which affect food choices in daily living, with a degree of understanding acceptable to the instructor.**

   In order to do this, the student must be able to:

   a. Explain how the foods we eat express our cultural and ethnic background.
   b. Describe how foods are used to celebrate social occasions and are served at social gatherings.
   c. Investigate how psychological attitudes influence food decisions and prejudices.
   d. Recognize that individuals have biological needs for food which change over the lifespan.
   e. Recognize the relationship between the political, economic, and global nature of the food supply.
   f. Explore the role of food as a leisure-time activity.

   Related Instructional Strategies 1, 5, 6, 8, 11, 14, 15, 16, 17, 18, 21, 22, 23, 44, 45, 46

2. **Using relevant dietary pattern(s), the student will evaluate the nutritional quality of the pattern(s) by applying nutritionally sound guidelines as the criteria, with a degree of understanding acceptable to the instructor.**

   In order to do this, a student must be able to:
   a. Name the required food groups and the recommended number and size of servings for a teenager
   b. Cite several cultural and ethnic eating patterns and describe typical cultural and ethnic foods in each of the basic food groups
   c. Analyze the diet pattern(s) using the basic food groups required
   d. Read and interpret a nutrient density chart
   e. Examine the U.S. Dietary Guidelines
   f. Explain why liking and eating a variety of foods is necessary to meet the basic food requirements
   g. Apply nutritional knowledge to decisions associated with optional eating patterns (*i.e.*, dieting, low sodium diet, low cholesterol, etc.)

   Related Instructional Strategies 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 18, 19, 23, 25, 35, 36, 42, 43, 44, 45, 46

3. **In laboratory food preparation experiences, the student will apply the process skills to meal preparation in a manner acceptable to the instructor.**

   In order to do this, the student must be able to:
   a. Locate, select and utilize information for meal preparation
   b. Use knowledge gained in Module H-1, Process Skills
   c. Define terms and explain procedures used in recipes
   d. Select appropriate equipment/tools and, following a systematic approach, use them safely and efficiently
   e. Recognize the importance of safety in the kitchen
   f. Organize work for efficiency and effective goal attainment
   g. Accurately measure ingredients used in recipes
   h. Maintain sanitary conditions when working with food
   i. Follow established procedures and behavior when working in the food preparation area
   j. Create an eating environment, both physical and psychological, which promotes nutritious eating patterns
   k. Practice eating behavior which promotes social acceptance and shows consideration for others
   l. Investigate technological trends affecting foods and food preparation

   Related Instructional Strategies 9, 12, 16, 17, 20, 23, 24, 25, 26, 27, 28, 29, 30, 39, 42, 44, 45, 46

4. **Given real-life meal planning situations, the student will demonstrate an understanding of how to purchase food by preparing an accurate shopping list in sufficient detail to indicate cost, quality, quantity, and form, to the satisfaction of the instructor.**

   In order to do this, the student must be able to:
   a. Plan menu(s) for an occasion of a size and economic condition appropriate to the individual's own situation
   b. Create and organize a shopping list
   c. Identify merchandising practices retailers use to encourage buying
   d. Apply math skills to obtain appropriate quantity for planned meals
   e. Establish criteria for obtaining appropriate quality in a variety of food products
   f. Investigate information found on labels
   g. Explore ways to save money in purchasing food

   Related Instructional Strategies 31, 32, 33, 34, 37, 38, 39, 40, 41, 44, 45, 46

The following is a list of the suggested instructional strategies which correspond to the performance objectives for this topic. This is only a guide. This chart *does not limit other possible combinations*, and should only be used as a reference. Teachers may also wish to combine objectives and strategies from several modules. This chart shows which strategies help teach more than one performance objective and also the variety of strategies for a particular objective.

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3	9, 12, 16, 17, 20, 23, 24, 25, 26, 27, 28, 29, 30, 39, 42, 44, 45, 46
4	31, 32, 33, 34, 37, 38, 39, 40, 41, 44, 45, 46

SUGGESTED INSTRUCTIONAL STRATEGIES

1. Introduce nutrition management by having all students complete *What I Usually Eat* (computerized nutrition education program from the National Dairy Council). Then have students describe their typical food selections for each meal. This software program will analyze their choices in terms of the basic food groups.

2. Throughout the module, reinforce nutrition concepts. Have "Grab A Byte" exercises available for students to complete at their own pace. This is a three-part computer program from the National Dairy Council, which includes:
   - "Grab A Grape" - Use quiz show format to review food groups, nutrients, calories.
   - "Nutrition Sleuth" - Students can try to solve nutrition mysteries.
   - "Have A Byte" - Allow students to select meals and then analyze their choices.

3. Distribute copies of *Nutrition and Your Health: Dietary Guideline for Americans*. Present to the class the background and purpose of guidelines. Discuss each of the following guidelines, relating them to the basic food groups, eating habits, and general well-being:
   - Eat a variety of foods
   - Maintain ideal weight
   - Avoid eating too much fat, saturated fat, and cholesterol
   - Eat foods with adequate starch and fiber
   - Avoid too much sodium
   - If one drinks alcohol, do so in moderation. (Omit for this age level or discuss in terms of adult actions.)

   Other resources are the American Cancer Society, and the American Heart Association (dietary recommendations for youth).

4. Set up learning centers or stations for each of the dietary guidelines. After students have had time to use the centers, discuss each guideline with emphasis on implications for individual eating patterns.

5. Ask students, "Is your lifestyle affecting your nutritional health?" Have them respond to each of the following statements by writing "always," "sometimes," or "never" in the space to the right of the statements. (Score 2 points for always, 1 point for sometimes, and no points for never. A score of less than 8 points is poor.)
   - I eat breakfast every day.
   - I eat a variety of foods.
   - I critically evaluate food ads on TV.
   - I avoid using convenience foods.
   - I avoid eating sweets.
   - I avoid skipping meals.
   - I avoid highly salted foods and snacks.
   - I snack on nutritious foods.

   Ask students, "How do your emotions influence your food choices?" Use the same answers and scoring system as in the first activity to respond to the following questions. (A score of less than 8 on these statements indicates that your emotions may be negatively affecting your nutritional health.)
   - I tend to eat the same amount even when upset or angry.
   - I eat 'till I'm full, then stop.
   - I get along with my family.
   - I express my feelings of hurt or anger.
   - I know eating won't make my problems go away.
   - I avoid extreme behavior like vomiting or laxative abuse to control my weight.
   - I avoid fad diets.

6. Have students analyze their personal eating pattern check sheet to determine areas of little variety or incomplete intake. Discuss with the class the importance of having many food "likes" and variety in food intake. Ask for reasons why students may not like a particular food. Discuss the effect of appearance, texture, association, unfamiliarity, and habit on food choice.

7. As a laboratory exercise, have students organize and evaluate a tasting session on common deficient areas such as raw vegetable snacks and salads, stir-fry vegetables, microwave or baked vegetables. (Worksheets for planning and evaluating will help focus the activity on the decision-making and management processes.)

8. "Let's Hear It for Parsnips!" Prepare a "tasting" buffet of many different foods available in the supermarket

and representing different ethnic choices. Label each food according to its nutritional value and ethnic groups which most commonly consume it. Encourage students to bring in unusual family favorites. Students may taste as many of the foods as they wish and complete an evaluation form on the appearance, smell, texture, and taste of the foods. Award "Sophisticated Tasters" badges to those who try 90% of the foods. Some unusual examples include:

- kiwi fruit
- mangoes
- pickled beets
- caviar
- sardines
- salt cod
- turnips
- parsnips
- kale
- snow peas
- chicken liver
- smoked salmon
- feta cheese
- black olives
- artichokes/hearts
- avocado
- brie cheese
- goats milk/cheese
- sunflower seeds
- bean sprouts
- tofu
- black-eyed peas
- eggplant
- chick peas

Invite other students from study hall, teachers, and the principal to come and take part in the taste test.

9. In a food laboratory situation, prepare foods that are nutrient calorie balanced (high nutrient density for number of calories consumed). Using food comparison charts (available from National Dairy Council), compare the nutrient and fiber density of common food choices, such as doughnuts muffins, soft drinks/fruit juices, etc.

10. Make a game board modeled after the Jeopardy game. Have the students develop questions to be used in playing the game. Suggestions for topics are:
    - Basic food groups
    - Variety of foods
    - Maintaining/losing weight
    - Myths about nutrition

11. Have the students make a list of their favorite foods, using the Dairy Council guidelines or other materials on the basic group. Discuss where various foods belong in the scheme. Raise the question, "What nutrients common to each group are needed each day?" Have each student make a list of nutrients/food groups in which he/she lacks recommended quality or quantity.

12. In a food laboratory, have students plan and prepare a day's normal meals and snacks for a teenager in order to eat foods from the basic food groups. Include typical calorie values for a teenage boy and girl. The check sheet should include the following items:
    - Indication of the student's body weight, frame size, sex, and age
    - Record of the student's eating pattern for two days, including each food item for all meals and snacks
    - Indication of extent and nature of physical activity (Alternative to computer program, "What I Usually Eat")
    - A comparison check with the recommended daily food groups and serving size

    Have students record the time of calorie intake. Discuss possible concerns which arise and decisions about the revision of eating patterns.

13. Relate the variety of foods from the basic four food groups and good choices for maintaining weight. Discuss student concerns about weight. Review the ads and programs in the community that address weight loss or gain. Review guidelines for maintaining and losing weight. Have each student identify his/her ideal weight and plan a personal program to attain/maintain that weight.

14. Discuss meal and snack eating patterns both at home and away from home, including ways in which schedules allow or prohibit family meals. Conduct a survey of how each family eats various meals, which includes recognition of the following:
    - Meal identification
    - Where served
    - Number and relationship of diners
    - Style of meal service (or lack of)

    Have students report on frequency of skipping meals. Note which meals are skipped and discuss the reasons why. Examples might include:
    - Missing supper frequently because basketball practice runs too late
    - Missing lunch from time to time because I don't like the food at school lunch
    - Missing breakfast from time to time because I don't have time in the morning

    Have students use the problem-solving process to determine a realistic solution to these problems. Have students work in small groups with other who have similar problems to assess the conditions, develop a

plan, activate the plan, and evaluate the outcome. Students should discuss the project with parents to gain parental approval and cooperation.

15. In small groups, have a class member write a list of common beliefs about food and nutrition. Have pairs of students select a belief from the list and determine if it is true or not. Findings should be shared and discussed with the class.

16. As a research and laboratory exercise, divide the class into small groups which select a country or area of the world and illustrate how its uniqueness is expressed in the food. Request that each group design a one- or two-day menu that is typical of ethnic meals of the area. Research the nature of the foods selected and determine which food groups they represent. Prepare one meal to illustrate your findings.

17. As a laboratory exercise, have the students cite a special family occasion, such as a birthday or a peer group special occasion, and identify to the class a food used to help celebrate the occasion. Discuss with the class the idea that food satisfies social and psychological needs (*i.e.*, how food has been used to express love and/or security, provide new experience, and/or encourage companionship.) Plan and prepare refreshments for a special occasion.

18. Have the students develop a sample menu(s) for one or more of the following reasons: health, social, psychological, ethnic, etc. Discuss how/why the planned meal would meet each stated purpose and the decisions that needed to be made.

19. Define and discuss anorexia, bulemia, carbohydrate binge, and other eating disorders.

20. Teacher can demonstrate preparation of a food, using a variety of measurements. Have students assist in the preparation by selecting appropriate measuring equipment, following standard measuring procedures, using math functions necessary to divide or multiply the size of a recipe, and writing accepted abbreviations on the chalkboard.

21. Display products from several fast-food shops and compare size, appearance, and cost. Ask students the following question, "Are Fast Foods Good For You?", and discuss.

22. Invite the manager of a fast-food shop to speak on favorite food items he sells, quantities sold per day, techniques used in food preparation, and what it is like working in a fast-food restaurant.

23. Use growth charts (available from school nurse) to have students assess their own current weight status. Discuss safe, effective ways to lose and gain weight. Evaluate current diet trends for safety and effectiveness. Use computer programs or other sources to analyze calories from snacks and fast-food places. Show relation between calorie input and weight.

24. Distribute recipes to students and have them circle all of the abbreviations they can find. List other abbreviations not found in these recipes.

25. Use the kitchen laboratory to have students give examples of accidents which have occurred in their family's kitchen and why they occurred. Ask students to demonstrate safe ways to avoid accidents. Compile a list of safety rules for the classroom.

26. Invite the school nurse to come and demonstrate what to do if someone is choking. Have students practice techniques on each other.

27. Divide the class into four groups to conduct classroom demonstrations and prepare displays.

The following are suggested activities for the various groups:

Group 1 - Display food storage containers and wrappings. Demonstrate proper wrapping of food items and indicate examples of frozen, cold, dry, and locked storage compartments for different foods.

Group 2 - Demonstrate the standard table setting model. Display examples of attractive table settings which might be made with tableware available in school.

Group 3 - Demonstrate table manners, conversation, and behavior that shows consideration for self and others during meals.

Group 4 - Develop a bulletin board on kitchen sanitation including reminders for dishwashing, food handling, personal hygiene, kitchen cleanup, and proper attire.

28. Have students plan and implement food-management projects. Suggestions for projects are:
    - Quick meals for home situations
    - Snacks for social situations
    - Lunches, picnics
    - Snacks for small children (2-5 year olds)
    - Easy meals for the elderly to prepare

29. Have students plan and implement a "Nutrition Day" at school which might include a media campaign, a one-page article for the school newspaper, an exhibit or a program designed to include the entire student body. Suggest that students work with health, school lunch, and physical education personnel who can help them plan and implement their project. Have students evaluate the planning and implementation processes.

30. Develop an interview/survey sheet to determine guides used in planning meals. Have each student interview the purchaser(s) of food in their family with regard to the guidelines used when planning meals. Suggested guidelines are:
    - nutritional requirements
    - family size, ages
    - resources (money, time, skills, coupons)
    - special occasions
    - storage space
    - items on hand
    - family likes/dislikes
    - duration between shopping trips
    - sale items
    - alternative food items
    - family time/activity schedule
    - season of the year

31. Divide the class into four groups. Have each group prepare a description of a family. Include characteristics which correspond to guidelines from the family food-purchaser survey. Plan a luncheon menu for the family and the corresponding list. The shopping list should include names of items, quantity, quality, useable forms, and alternatives. Groups can share their plan with the class, explaining why alternatives were chosen. Class members should give feedback on decisions made.

32. Have students work with their family food purchaser(s) or from a case study of a family to plan three meals a day for several days by following the guides developed from the family food-purchaser survey sheet and the planned menus. A complete shopping list including items, quantity, food form and acceptable quality should be developed. If possible, have the student and family food purchaser carry out a shopping trip and evaluate the process in terms of what has been learned by both the student and the family member.

33. Visit a grocery store if possible. Discuss the sales techniques used to encourage the consumer to purchase products in a store or to stimulate impulse buying. Select a grocery store or supermarket familiar to most of the students as an example. Sales techniques might include:
    - store layout
    - price posters
    - food samples
    - free coffee
    - contests
    - coupons/double coupons
    - loss leaders
    - attractive food displays
    - merchandise offers
    - location of products on shelves
    - flyers, newspaper ads
    - multiple pricing
    - tie-in sales
    - check-out specials

34. Use time-management techniques to plan a grocery list, using a floor plan from a local grocery store.

35. Have students make collages of nutrition messages included in TV ads, supermarkets, magazines, newspapers, restaurants, health clubs, etc. Students could include such phrases and "buzz words" as caffeine free, salt free, high in fiber, low in calories, health foods, imitation, sodium free, unsaturated, cholesterol, fiber density, reduced calorie, 100% natural, etc.

36. Use the Dietary Guidelines as a framework for evaluating nutrition messages. Include what messages DO and DO NOT say about food products or nutrition. For example, softdrinks say "no caffeine," but say nothing about containing no vitamins or minerals. Identify appeals made to the consumer. Have the students write media messages for foods.

37. Have students list and count the different kinds of breads displayed in a supermarket and report to the class. List and discuss the factors that influence choosing among them.

38. As a laboratory exercise, have students examine three different brands of the same product. Have the students study the packaging labels to determine the nature of each product, information on the label that is required, and information that is voluntary. Prepare and taste the products. Have students discuss how information helps the consumer make wise decisions related to quantity and quality.

39. Compare several "real" foods with their imitations (*e.g.*, cheese, fruit juice, processed meat or fish). Compare labels and identify key words such as imitation, substitute, etc. Discuss the advantages and disadvantages of imitation foods, whether imitation foods are used by restaurants, and if so, if such practices should be identified on the menu.

40. Have the class define **quantity** and **quality**, and add to the glossary of terms. Through viewing films, library readings, panel discussion, or interviews, have the class identify laws which aid the consumer in getting the best quantity and quality for the money. Then ask the students to prepare definitions of the following concepts:

- unit price
- open code date
- grade
- number and size of serving
- common name identification
- Universal Product Code (UPC)
- inspection
- nutrition label
- net weight
- ingredient list
- market form identification

41. Make arrangements for a field trip to a local food store. Ask the manager to point out inspected and graded products which include fresh produce, canned goods, meat, poultry, fish. Have the students find open code dates on bakery goods, dairy products, fresh meat, or fish. Help students recognize signs of freshness as a quality feature in fruits, vegetables, frozen products, and meat products.

    If students are to prepare a planned luncheon menu, have them select appropriate form, quality, and quantity for the meal. Check each group's selection and provide advice before cashing out.

42. Have the students conduct a school-wide nutrition awareness pre-test and distribute the results to the faculty and student body. Form a school-wide plan of action to improve nutrition awareness. Ideas for student projects might include:
    - Sponsor a week-long "junk food fast."
    - Open a snack bar before and between classes, and after school. Sell only nutritious snacks (juices, fruits, vegetables, nuts).
    - Once a month, plan a fun activity followed by a nutritious snack, *i.e.*, baseball/bran muffin party or tennis/taco party.
    - Learn about cafeteria management, food preparation, meal planning, and serving by surveying students about food likes and dislikes and/or recording amounts and kinds of food students throw away. Share findings with administration.

43. Have teen "peer educators" use communication skills in school and in the community to address weight problems, eating disorders, food misinformation, and nutrition for fitness. (Future Homemakers of America - Peer Education - The Student Body) (Variation: teach elementary students.)

    Suggestions for activities are:
    - conducting talks
    - developing displays
    - making media presentations
    - testifying at legislative hearings for good nutrition
    - campaigning for installation of salad bars in school cafeterias
    - pep rallies (fun, energetic campaigns to change nutrition habits)

44. Use the FHA planning and management processes and Student Body resource materials to guide students in using activities and materials related to nutrition.

45. Consult Cooperative Extension and arrange for speakers, team teachers, and use of materials. Emphasize to the students the use of community resources as a means of gaining information.

46. Use computer programs, videotapes, and/or multimedia related to nutrition management.

Suggestions for Students With Special Needs

1. Have students log their food/beverage intake for "x" number of days. Provide a checklist of "foods" for their reference.

2. Through graphic presentation, describe the relationships between (a) nutrition, (b) intake, (c) calories, and (d) weight loss.

3. Some special needs students may require assistance in regard to activities on reading packaging labels and understanding what they mean.

4. Through graphic presentation, define for students locations and meaning of:
    a. Unit price
    b. Open code date
    c. Grade
    d. Inspection
    e. Nutritional label
    f. Net weight
    g. Number or size of serving
    h. Ingredients list
    i. Universal Product Code (UPC)

Topic 4: **How Do Clothing Decisions Affect Me?** (clothing management)

Goal

The purpose of this topic is to help students apply the decision-making, problem-solving, and management processes to the area of clothing. The goal is for students to develop the knowledge and skills needed to use process skills in practical, real-life situations related to their own clothing needs. An understanding that appearance is a means of self-expression and relays information to others about one's self will help students realize the importance of the selection and care of clothing.

Description

Clothing is a very important part of a teenager's life. Peer pressure and social acceptance are strong influences on grooming and clothing selection. Owning the clothing with the "right" label and generally wearing the clothing worn by one's peer group helps establish a sense of belonging to the group. Today's youths express themselves through their clothing and often use it as a means of establishing emerging independence. Much of a teenager's money is spent on clothing and accessories. Because more parents are working, teenagers find themselves shopping for clothing with their friends and making their own clothing decisions. Clothing management offers the teenager a way to exercise independence, while learning to make decisions and manage resources through clothing choice and personal style. Knowledge of clothing construction, care, and consumer protection laws will improve both money management and clothing management.

Major Skills, Knowledge, and Behaviors to be Developed

Generalizations:

1. Learning to choose clothing that is attractive and appropriate depends upon understanding one's personal characteristics and lifestyle as well as the qualities of the garment.
2. Satisfactory clothing and accessory purchases are dependent upon careful decision-making and effective management practices.
3. The development of simple sewing skills will serve not only as a future resource but also as a means of maintaining and extending one's present wardrobe.
4. Managing the proper care of clothing enhances one's appearance and adds to the life of the clothing and is a practical application of the process skills.

This topic should develop the student's ability to:

1. Recognize how needs, wants, values, standards, and lifestyles are reflected in wardrobe decision making, problem solving and management
2. Use consumer skills for the selection of appropriate clothing and accessories
3. Develop simple sewing skills as a personal resource, both for the present and the future
4. Select and maintain clothing to attain an attractive appearance, and a desirable and serviceable wardrobe
5. Locate and use information related to the purchase and care of clothing
6. Apply math, science, and reading skills to the area of clothing management

PERFORMANCE OBJECTIVES/SUPPORTING COMPETENCIES

1. **Given a relevant situation which requires students to plan for the purchase of clothing or accessories, the student will determine his/her needs, wants, and values, and select appropriate clothing without exceeding financial and other resources, to the satisfaction of the instructor.**

   In order to do this, the student must be able to:

   a. Inventory personal wardrobe, noting condition and current appropriateness
   b. Identify and prioritize personal wardrobe needs, wants, and values related to clothing
   c. Identify appropriate clothing for the student's activities
   d. Select wardrobe items based on personal finances and other resources

Related Instructional Strategies 1, 2, 3, 4, 9, 21, 22, 23

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2. **After making the decision to purchase an item of clothing or an accessory to add to his/her personal wardrobe, the student will develop criteria to be considered when selecting the item, investigate sources for the purchase, and suggest alternative ways of obtaining the item, to a degree of completeness that is satisfactory to the instructor.**

   In order to do this, the student must be able to:
   a. Identify means and sources of acquiring clothing and accessories
   b. Identify characteristics of quality construction, durability, and style
   c. Use available consumer laws and information on labels and hang tags to make wise consumer selection
   d. Assess alternatives to purchasing clothes by using personal and family resources

   Related Instructional Strategies 2, 3, 4, 5, 6, 7, 8, 9, 21, 22, 23

3. **Given various articles of clothing or accessories requiring the application of laundering, sewing, and maintenance skills, the student will determine and carry out the procedures required to extend the wearability and useability of the item, with a degree of precision acceptable to the instructor.**

   In order to do this, the student must be able to:
   a. Identify and practice daily, weekly, and seasonal care of clothing and accessories
   b. Read permanent-care labels with understanding and apply appropriate care techniques
   c. Determine and evaluate the costs of laundering and dry-cleaning clothing
   d. Develop simple sewing techniques needed for quality repair or refurbishing by using appropriate tools, equipment and machinery

   Related Instructional Strategies 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23

The following is a list of the suggested instructional strategies which correspond to the performance objectives for this topic. This is only a guide. This chart *does not limit other possible combinations,* and should only be used as a reference. Teachers may also wish to combine objectives and strategies from several modules. This chart shows which strategies help teach more than one performance objective and also the variety of strategies for a particular objective.

PERFORMANCE OBJECTIVE	RELATED INSTRUCTIONAL STRATEGIES
1	1, 2, 3, 4, 9, 21, 22, 23
2	2, 3, 4, 5, 6, 7, 8, 9, 21, 22, 23
3	10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23

SUGGESTED INSTRUCTIONAL STRATEGIES

1. Given a case study, have students identify needs of the individual. Discuss how the process can be used to determine and prioritize needs. As an assignment, have the students inventory their own wardrobe and prioritize needs. Have each student select their own priority item. Use this item to study criteria which should be used in purchasing clothes.

2. Discuss factors which influence personal choice, such as physical appearance, social status, psychological needs, cultural patterns, seasonal conditions, activities, and occupation needs. Using catalogs, have each student select an outfit for the first day of school. Relate to self-awareness and personal image.

3. Ask students to make a list of the major activities they engage in. For each activity, have students sketch or cut out pictures that illustrate appropriate clothing which they could wear for the activity.

4. Have students develop a clothing inventory form which includes a listing of items, their features, a rating of condition, and appropriate use. Using this form, students can take an inventory of their current season's wardrobe. After students have evaluated their clothing, discuss potential uses for clothing that are considered to be no longer useful or needed. To determine their clothing needs, have students establish a dollar amount available for the purchase of new clothing and acces-

sories. Ask students to consider their priorities and make decisions about purchases which coincide with the resources available. Using clothing store ads and flyers, study price differences for similar products. Have students suggest reasons for differences in price.

5. Survey the school community on the general question, "How do you acquire clothing?". Expect responses such as purchase, borrow from friends and family members, make own, "hand-me-downs." Discuss the benefits and limitations of each type of response. Allow students to express opinions concerning ethical and unethical practices.

6. Place a map of the school district/neighborhood on the bulletin board. Have students locate on the map various types of stores that sell clothing and accessories. Have students mark each store type with a different colored tack and discuss the advantages and disadvantages of purchasing/obtaining clothing there. Examples of types of stores are:
   - variety store
   - specialty store/boutique
   - factory outlet
   - discount store
   - department store
   - thrift store, secondhand shop
   - mail-order catalog
   - dressmaker/tailor
   - salvage store

7. As a laboratory exercise, display a variety of clothing. Have students examine clothing and rate quality of workmanship. Set standards to look for when purchasing different types of clothing. Discuss "designer labels" and "status" clothing in relation to quality and price.

8. As a laboratory exercise, make a collection of information tags found on clothing items. Rate the helpfulness of the information as: useless, incomplete, good, and excellent. Ask students to select an "incomplete" tag and design a new tag, with all the information that should be included. Ask students to make a display and/or write an article for the school newspaper about information tags on clothing.

9. Use magazines, newspaper advertisements, or flyers to obtain illustrations of clothing. Describe a situation when the following features would be important criteria in selecting an outfit. Have students find illustrations which fit an occasion and the following criteria:
   - comfort
   - durability
   - attention getting
   - minimum care
   - attractive appearance

10. Have student make a list of terms found on permanent-care labels and define the terms. Prepare a worksheet with the following sentence listed several times: When the label reads _____, it means _____.

11. Have students list the most common problems encountered with clothing (*i.e.*, buttons and fasteners coming off, hems needing raising or fixing, stains, broken zippers). In a laboratory situation, have students apply appropriate techniques for correcting these problems and/or compare various alternatives for solving a particular problem (*i.e.*, hems - hands, machine, fusing).

12. Have students apply management process to laundering clothes. If laundry facilities are not available, a worksheet diagram of dials/buttons on a machine can be used to show appropriate settings.

13. To help students explore resources used in care of clothes, have a lab where they can determine the effect of bleach and fabric softeners on fabric. Test clothing washed in different temperatures with different detergents. Coffee cans with tops make good miniwashers to facilitate many students at once.

14. Have students learn to read labels found on products used in the care of clothes to find the wealth of information there.

15. Compare techniques and cost between "economy" or "bulk" dry-cleaning and "traditional" dry-cleaning procedures. Have students identify items which can be cleaned by each procedure.

16. Have students provide examples of situations when a clothing item was ruined by home-care methods. Establish guides for determining when professional care should be used for clothing.

17. Have students do laundry at home as an extra credit assignment. Give them a sheet to fill out as to type of load, water temperature, cycle, etc., and have parent or guardian sign.

18. Use clothing care equipment (sewing machines, irons, etc.) to teach the generic use of all machines. No matter what machine is used in the future there is a basic procedure which can/should be used in operating the system and/or determining why it won't work. The care and safety of machines should also be discussed.

19. As a laboratory exercise, have students learn and demonstrate skill in simple sewing techniques and the use of appropriate tools, machines, and equipment for improving one's wardrobe.

20. As a laboratory exercise, using the FHA planning process, implement a Clothing-Care Clinic. Have students use the management process to run the Clothing-Care Clinic. Have each student complete a variety of tasks:
    a. Perform simple sewing repairs.
    b. Launder clothing and use stain-removal techniques.
    c. Using a fiber-content label for reference, have students determine fabric care. Have students prepare a fabric-care chart for common fibers and finishes and then post the chart in an area where it can be used during the clinic.
    d. Determine clothing-care costs by considering such factors as use of time, and cost of detergents, bleach, water, etc.

    Following the clinic, have class members evaluate what was learned from the activity and the management process.

21. Use youth leadership organizaton planning and management processes to guide students in using activities and materials related to clothing management.

22. Consult Cooperative Extension and arrange for speakers, team teachers, and use of materials. Emphasize to the students the use of community resources as a means of gaining information.

23. Use computer programs, videotapes, and/or multimedia related to clothing management.

Suggestions for Students With Special Needs

1. Provide students with lists of factors which describe the influence of personal choice on: a) physical appearance, b) social status, c) cultural patterns, and d) occupational needs. This information may also be provided through films, filmstrips, videos, in conjunction with class discussion.

2. Many special needs students may require reinforcement from the resource room teacher, special education teacher, or other teacher aide in understanding clothing tags.

3. In activities that are, for example, open-ended, involve discussion or identification, students may require recognition strategies such as matching, choosing a or b, etc., in order to complete an activity.

4. From a list of terms, have students select items which should be cleaned by bulk dry cleaning.

5. From a list of terms, have students select items which should be cleaned by traditional dry cleaning.

6. Through video, film, or audiovisual activity, have students observe various methods of cleaning clothes.

7. From the list of careers, have students select those which are in the clothing industry. Divide class into groups and have each group report on how they would prepare for such careers.

Topic 5: **What Will I Do With My Living Space?** (personal environment management)

Goal

The purpose of this topic is to help students apply decison making, problem solving, and management to their personal environment. The goal is for students to develop the knowledge and skills needed to apply the process skills to practical, real-life situations related to their individual living space, their personal environment within family situations, and their personal environment within the broader context of the school/community and work settings.

Description

Students are a product of and are influenced by their personal environment. Their surroundings include private and community space. Pre-adolescence and adolescence is a time when young people begin to spend more time seeking privacy in the home, yet also spend more time separate from their families, in school/community/work settings with their peers.

It is important for teens to develop increased respect for all shared environments as well as to assume some responsibility for their own personal living space. Personal living space can be managed in order to achieve personal expression, ensure safety, and conserve energy. Understanding the concept of personal environment, and its interrelationships with all aspects of living, provides youths with an opportunity to exercise some control over their personal environment and enhances their feelings of self-worth.

Major Skills, Knowledge, and Behaviors to be Developed

Generalizations:

1. As a person takes more responsibility for his/her living space, it is likely to reflect the individual's lifestyle, wants, needs, values, and standards.
2. In order to promote group harmony, respect for personal privacy and belongings of others becomes important.
3. Knowledge of home care and effective management procedures contributes to the smooth operation of personal living environments.

This topic should develop the student's ability to:

1. Acknowledge each individual's right to privacy
2. Respect the belongings of others
3. Work with others to take care of the family home and public places

PERFORMANCE OBJECTIVES/SUPPORTING COMPETENCIES

1. **Given a relevant situation, the student will explain the need for personal privacy and respect for the property of others in order to promote harmony in a family, or among members of a group or community, to a degree of completeness acceptable to the instructor.**

   In order to do this, the student must be able to:
   a. Suggest ways to gain personal privacy within a family or group
   b. Specify how belongings can be shared with others while respecting the property of others
   c. Cite examples showing that school/work/community are all part of the individual's broader living space
   d. Recognize the difference between use and abuse of public property

   Related Instructional Strategies 1, 2, 3, 4, 6, 8, 10, 11, 13, 15, 16, 17, 18, 19, 20, 21

2. **After selecting a living space, the student will plan ways of maintaining the area to achieve personal expression, ensure safety, conserve energy, and will implement one part of the plan, to the satisfaction of the instructor.**

   In order to do this, the student must be able to:
   a. Suggest ways of maintaining efficient living space to accommodate one's own personal lifestyle, creativity, interests, values, needs, wants, and standards
   b. Perform household tasks needed for efficient care of living space
   c. Identify safety hazards common to living space and means of avoiding accidents and injuries
   d. Explain several ways of conserving energy in family/school/community/work/living space
   e. Identify specific considerations and/or adaptations which would improve a living space for individuals with special needs

f. Apply the management process to implement the effective use of living space

Related Instructional Strategies 5, 6, 7, 8, 9, 10, 12, 13, 14, 15, 16, 17, 19, 20, 21

The following is a list of the suggested instructional strategies which correspond to the performance objectives for this topic. This is only a guide. This chart *does not limit other possible combinations,* and should only be used as a reference. Teachers may also wish to combine objectives and strategies from several modules. This chart shows which strategies help teach more than one performance objective and also the variety of strategies for a particular objective.

PERFORMANCE OBJECTIVE	RELATED INSTRUCTIONAL STRATEGIES
1	1, 2, 3, 4, 6, 8, 10, 11, 13, 15, 16, 17, 18, 19, 20, 21
2	5, 6, 7, 8, 9, 10, 12, 13, 14, 15, 16, 17, 19, 20, 21

SUGGESTED INSTRUCTIONAL STRATEGIES

1. Read the following incomplete sentences and ask each class member to provide the missing responses in writing. (Students are not required to sign their names to their responses.)
   I like to be alone when . . .
   The time of the day I am most often alone is . . .
   My privacy is extremely important to me because . . .
   The personal belongings I protect most are . . .
   I wish I did not have to share . . .
   etc.

   Ask students to share and discuss responses.

2. List and discuss some activities of family members which require the sharing of facilities. Consider areas and equipment related to the following needs: shared living and study areas, use of a telephone, radio, television, computer, or video recorder. Discuss problems which may develop in sharing facilities. Suggest alternatives, choices, and solutions to the problems.

3. List the rights, privileges, and responsibilities of members of a group who share common living quarters (*i.e.*, in a family, as a house guest, or at summer camp).

   Discuss the sharing of household tasks: Who has responsibility for a task? How is division of work determined? Should youths be paid for helping at home? Survey the class to determine the scope of home responsibilities. Ask students to individually list household tasks and who usually does them.

4. Ask students to rate the importance of the following characteristics for their home. Then have students rate their own living space using these characteristics.

   Directions: Determine how important each of the 16 items listed is to you by checking in the appropriate column.

How important is:	Very	Somewhat	Not at all
Plenty of sunshine			
Bright colors			
An uncluttered feeling			
Large storage area			
Room for working on hobbies or crafts			
Space to watch television			
Good lighting			
Comfortable furniture			
Privacy			
Quiet			
Easy to clean			
Space to entertain friends			
Nice furniture			
Warmth			
Lots of decorative items			
Space to listen to music			

5. Ask students to draw a floor plan of their bedroom. Using templates, have students work in pairs to determine the best use of floor space. Have them consider such factors as traffic patterns, adequacy of storage

space, sharing the room, types of activities performed in room (*e.g.*, sleeping, studying, grooming, watching television, working on hobbies, etc.) and frequency (*e.g.*, often - at least once a day, occasionally - once or twice a week, seldom - once a month or less).

6. Given a limited budget, have students cut out pictures or describe items to purchase to decorate their living space. Have them use the process skills and consider their personal living style, activities and interests, creativity, and values.

7. Using magazine pictures or snapshots of a room, identify areas which may cause storage or decorating problems. Develop a plan to correct a problem. If possible, implement the plan.

8. Discuss and demonstrate ways to create inexpensive storage units for personal and family belongings. List common items that can be used for storage, such as boxes, cans, and bags. Make inexpensive storage units for use at home or school. Bring the items or pictures of the items to class to share ideas with others.

9. Have students create a decorative item for their bedrooms. Display samples of craft items they created. Ask students to describe/explain reasons for creating the various items.

10. Visit a surgical or medical-supply store. Have the manager or an employee show the class various tools and equipment designed to meet the daily living needs of the disabled and the elderly. Discuss how the home environment might change to accommodate effectiveness.

11. Brainstorm suggestions to give to the principal which would improve the appearance or efficiency of the school. Explain why the changes are important. Select one suggestion for improvement and use the management process to determine how the class could carry out the project.

12. Using the problem-solving, decision-making, and management processes, have each student complete a personal environment project which will enhance his/her living space. For example:
    - Make a draft stopper.
    - Make a "pocket organizer" for bed or closet door.
    - Make a "stuff sack" for laundry.
    - Grow houseplants from "garbage" (*e.g.*, use seeds from ripe citrus fruits, potatoes with sprouts, a pineapple crown, etc.).

13. Ask student to demonstrate the ability to carry out tasks for the maintenance of one's bedroom or other personal living space. To do this, students can:
    a. Prepare a schedule for care of the room.
    b. Develop a scorecard for rating the cleanliness and neatness of the room.
    c. Identify items which should be checked for cleanliness/neatness, daily and weekly.
    d. Use the scorecard for at least a week (ask family member to check progress).
    e. Note maintenance practices which need improvement.

14. Discuss sources of energy used in the home (*e.g.*, electricity, natural/pyrofax gas, oil, wood), and what each is used for. Evaluate each source for efficiency, ease of use, and cost. Have each student make an evening or weekend inventory of how energy is used at home (hours of television/electronics, hours of cooking, number of refrigerator doors opening in one hour, number of times outside doors were opened or left ajar). Share ideas of conservation practiced at home. Visit a building contractor to discuss and demonstrate how to caulk windows, the use of interior/exterior storm windows, and new insulation products on the market. Have students prepare a bulletin board or school display on energy-saving tips.

15. In a learning station format, use a variety of energy-related activities. For example:
    - computer with personal energy inventory
    - electric meter and appliances to determine which uses most energy
    - solar energy collector
    - energy analysis of home/school/workplace

16. Use an accident-prone room sketch to help students recognize problem areas. Have students identify kinds of medications that might be found on shelves, in medicine cabinets, or in the kitchen, and discuss how such items can become causes of accidents (poisoning, drug abuse, accidental ingestion, etc.). Discuss other accidents which frequently occur in the home. Distribute a safety checklist for students to use to evaluate the safety of their homes. Discuss accommodations in housing and safety features which may be needed by disabled persons, elderly people and young children.

MODULE H-3: PERSONAL AND FAMILY RESOURCE MANAGEMENT

17. Recognize that school and community are part of one's personal environment. Form a student campaign to clean up or improve school or community property.

18. Have law enforcement officer discuss with class criminal aspects of personal and public property abuse.

19. Use youth leadership organization planning and management processes to guide students in using activities and materials related to personal environment.

20. Consult Cooperative Extension for speakers, team teachers, and use of materials. Emphasize the use of community resources in gathering information related to personal environment.

21. Use computer programs, videotapes, and/or multimedia related to personal environment management.

MODULE H-4: CAREER PLANNING

PREREQUISITE:

Module H-1, Process Skills

SUGGESTED TEACHING TIME:

Minimum 25 hours

Maximum 35 hours

MODULE H-4: CAREER PLANNING

INTRODUCTION

One life, one career — that's the way it's supposed to be . . . or ist it? In a rapidly changing technological society, whole categories of jobs will be coming in to, or going out of existence over short periods of time. Even now, Department of Labor statistics indicate that the average worker changes careers (not just jobs) five to ten times during his/her working life span. How should students be prepared to successfully cope with these changes?

Junior high school is certainly not the time when students should be selecting a career. However, it is an appropriate period in which students can begin learning and applying the process of choosing. Like problem solving and management, the steps in career planning closely parallel the decision-making process. In teaching this model to students, *process, not product,* should be emphasized. Students should be able to generate alternatives, gather information, set goals, plan and evaluate — a process which should lead to career choices that will be satisfying. Students also need to be flexible — to be able to adapt to changes in the work environment and themselves.

An implicit assumption in career planning is that awareness of self is necessary before a satisfactory choice can be made. Thus, in Home and Career Skills, Module H-2 (Personal Development) and Module H-4 (Career Planning) are integral parts of a whole, the former concentrating on self-awareness, while the latter focuses on the student in relation to the work environment. Even within Module H-4, the sequence of topics moves from awareness, to knowledge of the work environment, to planning. Application of process to relevant life tasks for students is always a primary concern.

The first two topics in this module, "What Does Working Mean to Me?" (introduction to work) and "What Kind of Work Can I Do?" (tentative plans), are intended to help the student understand him/herself in relation to the present and future work environment. An awareness of sex stereotyping and expanding options for career choice should be made clear. Within this context, the student is expected to develop a tentative plan by applying the decision-making process. The final topic, "How Can I Make Working Work for Me?" (entrepreneurship), exposes students to the world of small business, a very real career choice. Actually, students do run small businesses before graduation. Many students babysit, clean houses, mow lawns, deliver papers, perform in musical groups, etc. By engaging in a class entrepreneurship activity, students are given the opportunity to extend their application of knowledge and skills gained through other modules and topics, such as food and nutrition, clothing, human relations, and consumerism, by producing a product or providing a service in order to participate directly in a small business. If a small business is undertaken as part of this module, the application of the decision making, problem solving and management processes in this context gives students some experience in entrepreneurship and helps students assess their desire and suitability for this career alternative.

OVERVIEW OF MODULE

Goal

The purpose of this module is to help students understand the process of career planning and to encourage students to begin career planning in a logical way, recognizing that early decisions are not binding, but do provide direction.

Description

It is clear that many youths enter the job market at an early age, and that a longer life span is a reality. The expectation is that this will increase the number of years of employment. It should be emphasized that women as well as men are in the workforce. Sixty years is a long time to work, and understanding the components of job satisfaction and the value of both paid and nonpaid work is important in preparing students for the world of work.

This module provides an opportunity to anticipate the future, identify employable traits, examine oneself in relation to the work environment, and to explore career opportunities. Application of the decision-making process encourages students to form tentative career plans.

Major Skills, Knowledge, and Behaviors to be Developed

Generalizations:

1. Satisfying work/home related decisions are based on

MODULE H-4: CAREER PLANNING

self-understanding and knowledge of the changing world of work.

2. Since workers tend to hold several jobs or pursue more than one career in their working lifetime, it is important to undertake career planning on a continuing basis.
3. Because sex role stereotyping and bias limit options of all students, it is important for students to identify limitations they feel as a result of their gender, and to provide assistance for them to move beyond those limitations.

This module should develop the student's ability to:

1. Describe changes occurring in the world which affect home, school and work and the interrelationships among them.
2. Identify personal characteristics which lead to job satisfaction.
3. Consider career options based on interest and abilities and not solely on gender; explore nontraditional options.
4. Formulate personal criteria for career planning.
5. Apply the process skills to develop tentative career plans.
6. Differentiate between the role of the worker and the owner/manager in business success.
7. Recognize the interrelationships among home, family, work, and leisure and the impact each can have upon the other.
8. Apply academic skills to home, school, and work environments.

Topic 1: **What Does Working Mean To Me?** (introduction to work)

PERFORMANCE OBJECTIVES/SUPPORTING COMPETENCIES

1. **Given descriptions of various work environments, both paid and unpaid, the student will describe reasons for work, with a degree of understanding acceptable to the instructor.**

   In order to do this, the student must be able to:
   a. Describe three examples of tangible and intangible rewards of paid work
   b. Describe three examples of tangible and intangible rewards of nonpaid work
   c. Discuss the "value of work" to the worker and to society
   d. Discuss "job satisfaction" and how it may change over time

   Related Instructional Strategies 1, 2, 4, 5, 6, 8, 13, 15, 16, 17, 18

2. **Given descriptions of various work environments, the student will describe worker characteristics that contribute to the success of the individual and/or the group, with a degree of understanding acceptable to the instructor.**

   In order to do this, the student must be able to:
   a. Compare the similarities and differences between home, school, and work environments
   b. Identify worker behaviors and characteristics which contribute to the success of the individual and/or group in the home, school and work environment (*i.e.*, cooperation, compromise, competition, assertiveness, integrity)
   c. Explain how a variety of cooperative behaviors in the work environment may be needed to enable *all* persons (ethnic groups, male and female, handicapped, etc.) to be productive and to demonstrate their capabilities

   Related Instructional Strategies 3, 4, 5, 6, 7, 8, 11, 13, 15, 16, 17, 18

3. **After considering effects of technology and changing roles of people, the student will list and describe five changes in society likely to occur by the 21st century, with a degree of accuracy and understanding acceptable to the instructor.**

   In order to do this, the student must be able to:
   a. Describe effects of technology on work, leisure and society
   b. Discuss examples of changing roles of people, the interrelationships and their effects on the home, school and work environments
   c. Describe effects of increased life span and increased average age of the population in the future
   d. Identify changes likely to occur in the home, school, and work environment in the 21st century
   e. Describe how employment opportunities can be expanded for *all* persons

   Related Instructional Strategies 9, 10, 11, 12, 13, 14, 15, 16, 17, 18

The following is a list of the suggested instructional strategies which correspond to the performance objectives for this topic. This is only a guide. This chart *does not limit other possible combinations*, and should only be used as a reference. Teachers may also wish to combine objectives and strategies from several modules. This chart shows which strategies help teach more than one performance objective and also the variety of strategies for a particular objective.

PERFORMANCE OBJECTIVE	RELATED INSTRUCTIONAL STRATEGIES
1	1, 2, 4, 5, 6, 8, 13, 15, 16, 17, 18
2	3, 4, 5, 6, 7, 8, 11, 13, 15, 16, 17, 18
3	9, 10, 11, 12, 13, 14, 15, 16, 17, 18

MODULE H-4: CAREER PLANNING

SUGGESTED INSTRUCTIONAL STRATEGIES

Introductory Exercises

Before beginning the Career Planning module, it will be helpful to work cooperatively with the guidance counselor in developing certain aspects of the module. Sharing resources, team teaching or guidance counselor teaching (if feasible), or other ways for guidance counselor interaction will assist in broadening students' self awareness and their concept of career planning.

A. Have students include in a career folder the following inventories:
   - self-awareness inventory
   - work values inventory
   - work interest inventory
   - aptitude inventory
   - other inventories which the guidance counselor may suggest
   - resume

   The inventories may be formal assessments, generally conducted by consultation with the guidance counselor, or school tests; or they may be self-awareness exercises in which students think about themselves and evaluate their own interests.

B. Develop a glossary of terms related to the world of work.

Suggested Instructional Strategies

1. Brainstorm tangible and intangible rewards of working. Discuss whether "work" is always paid work.

2. Write on the board several quotations about work. Have students suggest others, discuss, and then select the one which best expresses his/her feelings about work. Some examples are:
   a. "The lucky worker gets paid for doing personally enjoyable tasks."
   b. "A working person is a happy person."
   c. "The joy of work is coming to the end."
   d. "TGIF"
   e. "Your right to work is the right to be bored for most of your natural life."
   f. "Find a job that makes you happy and don't stop looking until you find it."
   g. "Work is the crabgrass in the lawn of life."
   h. "Idle hands do the devil's work."

3. Describe characteristics of work involving various work locations and conditions, work personnel, and work time or hours. Have students vote for each as important or not important for their career choice by the "thumbs up/thumbs down" methods. (Yes - raise hand with thumb up; No - thumb down; Undecided - fold arms; and Pass - no action.) Ask one student to record percentages of each type of response and share findings with the class. Several work characteristics/environments are suggested below:

   You would like to work:
   - for people, caring and serving
   - with data, facts, and records
   - with ideas, theories, and thought
   - with things, machines, and tools
   - outside most of the time
   - inside most of the time
   - with other people
   - as "boss" with responsibility for others
   - following directions given by others
   - where you'd get dirty
   - where there's lots of noise
   - where it is quiet and calm
   - where you have many decisions to make
   - doing physical labor
   - where the work would be dangerous
   - where you would help others
   - where you earn lots of money
   - where you earn lots of money doing something you don't like to do
   - designing and creating things
   - doing the same thing over and over
   - at home on a flexible schedule
   - where you need to take work home
   - on a flexible schedule
   - on "off-peak" hours

4. WHAT'S MY LINE GAME: GENERAL INSTRUCTIONS

   CLASS DIVIDED INTO: MODERATOR (Teacher/Counselor)
   GUESTS (4 students with occupations to be guessed by panel)

TIMEKEEPER (1 student)
RECORDER OF QUESTIONS ANSWERS (1 student)
PANEL (4-7 students depending on class size)
AUDIENCE (remainder of class, will switch places with panel members after 2 guests have had a turn.)

a. Each panel member may ask 1 question at a time. Questions have to be phrased so the answers can be YES or NO. Panel member must pass his turn if he cannot come up with a question within 10 seconds. The panel has a total of 8 minutes to ask questions of the guest, in order to guess the guest's line of work.
b. The MODERATOR helps clarify ambiguous panel questions or helps guest out with answers to question. After the first guest has finished, the MODERATOR goes over some types of questions that helped the panel figure out or narrow down the occupation involved. The RECORDER can provide a review of the questions asked and the responses. Some helpful panel questions include: do you work with things — people — data — uniform needed — inside or outside work — amount of education, etc.
c. Go on to next guest.
d. At the end of the class, have students review what kinds of questions really helped in understanding what a person did for a living.

5. Conduct a class discussion of the relationship between the terms *work values* and *job satisfaction*. For example, a person who greatly values interpersonal contact and helping others may find greater job satisfaction in a lower paying job which provides the opportunity to help others, (i.e., social work). Following this discussion, ask each student to interview three workers to discover:
a. the worker's perception of job difficulty
b. the worker's perception of job rewards
c. the level of the worker's job satisfaction
d. the worker's ideas on how to improve job satisfaction.

6. Distribute to the class a sheet of paper with fourteen work values written as separate phrases. Discuss with the class the meaning of each work value. Have each student cut the phrases apart and arrange them in order with the most important on the top, and the least important on the bottom. After arranging values, have the class compare those most frequently placed in the top three and those most frequently placed in the bottom three. Students can record their own self inventory and place in their folder. This can serve as a reference later when preparing their personal career evaluation criteria. Some suggested work values are:
a. health and safety
b. recognition, prestige
c. privacy, independence
d. accomplishment, achievement
e. money, possessions of value
f. family time and harmony
g. management, organize details and work for others
h. variety
i. security, steady, sure job
j. freedom to make decisions and take responsibility
k. companionship, working with others
l. self-expression, creativity
m. self-direction
n. self-approval, pride

7. Have students discuss the differences between **cooperation** and **compromise**. Add to the glossary of terms. In small groups, have class develop a list of five examples of each. Have each student develop a list of at least three examples when cooperation and compromise improved the school or work environment.

8. Discuss what is meant by "discrimination" in employment. Have students brainstorm a list of characteristics which may have kept people out of the job market in the past. For each characteristic, ask students to identify real vs imagined limitations on work performance.

9. Have students determine: a) the year they will graduate from high school, and b) the year they will retire from work.

Ask both boy and girl students the following questions:
- How many years will you work?
- How many hours will you work?
- How important is it to have a career you enjoy?
- What will you be doing in your career at the following times in your life: age 18, 25, 30, 45, 55, 65?
- Why are these goals important to you?

10. Have students make a list of "Things I Have To Do", and think of how they could relate each activity to a

job, or actually earn money doing the activity itself. Encourage "wild" and "wonderful" thoughts. Discuss how even usual ideas for jobs may actually be commonplace in the future.

11. Guide students on an imaginary "trip into the future." Ask them to describe the work roles they see, along with the characteristics of workers in these roles, and why they think these images are possible.

12. Develop a flip chart of students' recognized signs of changes in employment. Label the chart "Here Comes 2025!" Ask leading questions to stimulate ideas which should include: nontraditional jobs; effect of automation, computers, robots; changes in location of employment — home-centered, decentralized industry; global job market; change of jobs within a career; work schedules — flexible time, twenty-four-hour operation; renewal periods throughout life span; mobility provided by high-speed air and ground transportation, space shuttle; employment years influenced by the increase in life span and retirement age; the need to retrain to compete with younger generations; increase in service and thinking jobs; and a reduction in physical jobs, repetitive jobs, and unskilled jobs.

13. Invite to class community members who have been affected by current changes related to employment. Plan a panel discussion which addresses how change has affected panel members and invite questions from students. Some suggestions for panel consideration are:
    - Retailer with inventory on computer
    - Farmer with automated equipment
    - Home-centered employed parent with computer connections to main office
    - Working wife and house-bound husband
    - Women or man in occupation traditionally dominated by opposite sex
    - Factory worker working with robot
    - Office worker with efficiency measured by computer
    - Business owner/manager planning for the future

14. As a summary activity, have students divide into pairs. Have one serve as fortune teller and predict the career future of the other student. Shift roles and repeat exercise. Summarize on the chalkboard the characteristics of employment and specific jobs in the future.

15. Invite a manager from a fast-food restaurant to explain characteristics of successful workers.

16. Use youth leadership organization planning and management processes to guide students in using activities and materials related to the world of work.

17. Consult Cooperative Extension and arrange for speakers, team teachers and use of materials. Emphasize to the students the use of community resources as a means of gaining information.

18. Use computer programs, videotapes, and/or multimedia related to the world of work.

Suggestions for Students With Special Needs

1. Provide concrete examples to abstract concepts.

2. Show a film/video to demonstrate job satisfaction, work values, etc.

3. Through demonstration (movies, video, and/or teacher) lead discussions, discern the meaning of various quotations about work.

4. Define cooperation and role play a work situation demonstrating uncooperativeness and cooperation.

Topic 2: **What Kind of Work Can I Do?** (tentative plans)

PERFORMANCE OBJECTIVES/SUPPORTING COMPETENCIES

1. **Given related checklists and evaluation aids, the student will apply the processes of decision making, problem solving and management to personal career planning, with a degree of understanding acceptable to the instructor.**

   In order to do this, the student must be able to:
   a. Identify areas of personal interests, abilities, and aptitudes
   b. Identify personal skills (mental, physical, emotional, social)
   c. Identify personal attitudes and values toward work, training/education, and lifestyles
   d. List home, school, and work experiences which contribute to career selection
   e. Formulate criteria for personal career planning

   Related Instructional Strategies 1, 2, 3, 4, 5, 7, 8, 9, 10, 11, 18, 19, 20, 21

2. **After preparing criteria for personal career planning, the student will use the decision-making process to formulate tentative career plans, with a degree of understanding acceptable to the instructor.**

   In order to do this, the student must be able to:
   a. Identify and use available career resources to obtain information about careers and employment trends
   b. Identify career clusters and opportunities for the development of transferable skills
   c. Match career characteristics and personal characteristics to serve as a guide in career decision making
   d. Formulate a personal *tentative* career plan which includes short-range and long-range steps needed to carry out the career plan
   e. Explore changing trends in work force

   Related Instructional Strategies 6, 7, 8, 9, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21

The following is a list of the suggested instructional strategies which correspond to the performance objectives for this topic. This is only a guide. This chart *does not limit other possible combinations,* and should only be used as a reference. Teachers may also wish to combine objectives and strategies from several modules. This chart shows which strategies help teach more than one performance objective and also the variety of strategies for a particular objective.

PERFORMANCE OBJECTIVE	RELATED INSTRUCTIONAL STRATEGIES
1	1, 2, 3, 4, 5, 7, 8, 9, 10, 11, 18, 19, 20, 21
2	6, 7, 8, 9, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21

SUGGESTED INSTRUCTIONAL STRATEGIES

1. Have students identify characteristics about themselves which will allow them to select appropriate careers.
   - interests, activities providing enjoyment
   - abilities, talents, aptitudes, skills
   - values, job satisfactions, experiences
   - freedom to make decisions and take responsibility
   - companionship, working with others
   - self-expression, creativity
   - self-direction
   - self-approval, pride
   - etc.

2. Provide a personality checklist for students to complete. Have students rank each trait from 1 to 10 (1-never, 10-always). Discuss the meaning of each. Suggested items:
   - reliable
   - friendly
   - sympathetic
   - helpful

- competitive
- ambitious
- independent
- carefree
- imaginative
- creative
- empathetic
- open-minded
- quiet
- curious
- efficient
- patient
- cooperative
- assertive
- realistic
- sociable
- affectionate
- caring
- forgiving
- ambitious
- conscientious
- self-reliant
- reasonable
- perceptive

Have each student list five words which best describe his/her traits. Have each student list three traits which employers would want in an employee. Share with the class, and explain why it would be important in employment.

3. Have students review information they have collected and prepare personal criteria for selecting a career. Review the criteria formulated by each student.

4. Have each student prepare a research evaluation worksheet based on personal criteria which includes job description, skills, abilities, and preparation required, and a place for personal comments about the cluster or type of jobs.

5. Have students suggest and share with the class experiences they have had which would contribute to career success. Suggestions are:
   - part-time work
   - travel experiences
   - club activities
   - community service

6. Give a list of personal characteristics which could both help or hinder job performance, describe work situations in which each characteristic would be an *advantage*. Examples are:
   - Bilingual skills with dominant skill in language other than English
   - Potentially handicapping conditions, such as wheelchair confinement, visual impairment, auditory impairment, missing limb(s), mental retardation, arthritis, problems incurred as a result of aging.

7. Have students list the characteristics of people who help them in all aspects of work. Discuss how one's characteristics are *resources* to be used in career selection.

8. Working in pairs, have each student make a list of characteristics he/she has noticed about his/her partner that could be used as resources in career selection. Have students share these lists of strengths with their partners.

9. Have students match their personal traits, interests, values, and aptitudes with job tasks, requirements, preparation, and benefits. Individual help will be needed from the teacher, counselor, librarian, and parents.

10. Have students record personal abilities, talents, and skills. Indicate to students that talents are not just academic skills. Remind them to consider social skills, sports skills, home skills, mechanical skills, verbal skills, special relations skills, abstract skills, artistic skills, and musical skills.

11. Review the decision-making process. Have students identify how it can be applied to formulating a tentative career plan.
    - determine need for a decision
    - identify criteria and goals
    - identify resources available
    - determine alternatives
    - evaluate alternatives
    - select best alternative
    - formulate into a plan with long- and short-range steps
    - carry out plan

12. Have each student write out his/her tentative career plan with an explanation on a prepared form. Also include on the form the following statements or steps to be completed by the student:

    To reach my goals I shall have to:
    a) Strengthen or maintain my grades in .....
    b) Develop further skills in .....
    c) Plan to take high school courses in .....
    d) Take the following courses in grade nine:

    _____
    _____
    _____

    e) Participate outside of classes in the following activities:

    _____
    _____
    _____

f) Plan to take the following post-high school education/training:

13. Have students select three or more alternative careers. Complete a research evaluation worksheet for each. Help students to make arrangements to interview or observe a person working in each of the career or career clusters. Suggest one nontraditional career area.

14. Plan an evening meeting with parents, students, guidance counselors, and Home and Career Skills teachers. The purposes of the meeting would be to gain cooperation of parents; to emphasize the advantages of a planned path, providing work satisfaction versus a "Happenstance" job with a dead-end future; and to relate career planning to high school program planning. Take this opportunity to have students use their management skills. (*i.e.*, design invitation, make and serve refreshments, run the meeting, etc.). Be sure all parents are contacted and, if they cannot attend the meeting, plan another way to follow up.

15. Plan a lesson with the school librarian and guidance counselor. Introduce students to reference books and visual and audio materials about careers. Assist students in using them. Discuss other sources of help such as:
- public library
- trade and professional associations
- New York State Career Center
- New York State Department of Labor
- local youth job-search opportunities

16. Present the symbols of career clusters as defined by the Department of Labor in the *Occupational Outlook Handbook*. Display these around the classroom. Run a contest by having students in small groups select and identify a symbol and list as many jobs found in that career cluster as possible. Students could develop an ongoing bulletin board and collect pictures to illustrate jobs in various categories. Magazines, newspaper ads, and jobs-available sections would be easily located resource.

17. Help students group job titles into workable size units for exploration. Emphasize the importance of preparing for a career cluster instead of a specific job. Have students interview parents and neighbors to determne the importance of transferable skills within a cluster.

18. Have students practice writing a resume (organizing volunteer activities and home responsibilities into clusters of competencies for the resume).

19. Use youth leadership organization planning and management processes to guide students in using activities and materials related to career planning.

20. Consult Cooperative Extension and arrange for speakers, team teachers, and use of materials. Emphasize to students the use of community resources as a means of gaining information.

21. Use computer programs, videotapes, and/or multimedia related to career planning.

Suggestions for Students With Special Needs

1. Have students select from a list of small businesses the business they would like to own and run. Students should answer the following questions:
   a. Why do they see a "need" for business?
   b. Who would be their customers?

2. For special needs students, self-appraisal may be a very difficult task. Therefore, in activities that call for rating oneself, some students may need individual assistance. Communicate the assignment to the Special Education teacher.

3. Through concrete examples/definitions, define personal selling, advertising, sales promotion.

4. From a list or collage of advertising techniques, have students classify each technique as a) personal selling, b) advertising, or c) sales promotion.

Topic 3: **Can I Make Working Work For Me?** (entrepreneurship)

PERFORMANCE OBJECTIVES/SUPPORTING COMPETENCIES

1. **Following investigation, the student will determine his/her interest(s) and explore the suitability of entrepreneurship as a career choice with a degree of perception acceptable to the instructor.**

   In order to do this, the student must be able to:
   a. Explain the concept of entrepreneurship
   b. Identify advantages and disadvantages of entrepreneurship
   c. Identify personal traits which would lead to success as an entrepreneur
   d. Assess personal interests and abilities relative to becoming an entrepreneur
   e. Apply the process skills to career planning

   Related Instructional Strategies 1, 4, 6, 7, 9, 13, 15, 16, 17, 18, 19,

2. **After participating in, or observing closely, a small enterprise, the student will analyze factors leading to success, with a degree of understanding acceptable to the instructor.**

   In order to do this, the student must be able to:
   a. Explain the contributions of the worker to the enterprise
   b. Observe and discuss the personal interrelationships among workers and the manager(s) which lead to success or to difficulties
   c. Promote product or service to be sold
   d. Prepare simple records needed for successful operation

   Related Instructional Strategies 2, 3, 4, 5, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19

Optional Supporting Competencies

If a class business is organized as a strategy for exploring work attitudes and skills, the following competencies should also be developed. The student must be able to:

a. Complete a job application correctly or write a resume
b. Present self well in job interview
c. Work cooperatively with other members of the work team
d. Perform job tasks efficiently
e. Meet customers and demonstrate positive customer relations
f. Promote produce or service to be sold
g. Practice keeping accurate business records
h. Handle money, bills, and receipts in a dependable honest manner
i. Maintain inventory of supplies and equipment
j. Practice appropriate safety procedures
k. Follow business-like policies and procedures
l. Analyze success or failure of the entrepreneurship activity using the process skills
m. Assess personal traits in relation to selecting an entrepreneurship career

The following is a list of the suggested instructional strategies which correspond to the performance objectives for this topic. This is only a guide. This chart *does not limit other possible combinations,* and should only be used as a reference. Teachers may also wish to combine objectives and strategies from several modules. This chart shows which strategies help teach more than one performance objective and also the variety of strategies for a particular objective.

PERFORMANCE OBJECTIVE	RELATED INSTRUCTIONAL STRATEGIES
1	1, 4, 6, 7, 9, 13, 15, 16, 17, 18, 19
2	2, 3, 4, 5, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19

MODULE H-4: CAREER PLANNING

SUGGESTED INSTRUCTIONAL STRATEGIES

In the strategies that the teacher selects to use for the entrepreneurship topic, it is important to emphasize learning about oneself in relation to entrepreneurship. The purpose of running a small business is to discover that aspect of the world of work and to become aware of one's personal abilities, job expectations, satisfactions, etc., as an entrepreneur. This will help students further define and focus their career planning.

A second point to keep in mind is that the product or service to be used as the vehicle for the entrepreneurship project provides the students with the opportunity to gain additional knowledge and develop practical skills related to the selected project. For example, if one develops a breakfast cafeteria for students, then the class will learn more about the nutrition management concepts and skills. If the projcet is a babysitting service so parents can do their holiday shopping, then the class will learn more about child development and personal development concepts and skills. Therefore, choosing the vehicle for the entrepreneurship topic is an important class decision to be made.

The strategies which follow are divided into two sections: 1) learning about entrepreneurship; 2) conducting an entrepreneurship project. While the actual running of a small business is recommended, it is not required.

Learning About Entrepreneurship

1. As a class, have students list experiences they have had in running a small business (*i.e.*, mowing lawns, babysitting.) Discuss the concept of being responsible for your own business.

2. Divide the class into two groups. Have one group discuss and record on a flip chart the advantages of being self-employed, while the other group discusses and records the disadvantages. Ask group representatives to report findings to class and follow up with discussion.

3. Organize a panel of local small business persons to present factors which contribute to business success or business failure. Have students ask a series of questions of panel members, which might include:
   - What do you see as the future of small business?
   - Is being an entrepreneur a career you would recommend?
   - What advantages and disadvantages are there in owning and operating small businesses?

4. Divide the class into two groups and assign a facilitator and a recorder for each. Arrange chairs into two circles. Both groups are to discuss, "Is Entrepreneurship For You?" Ask students to brainstorm ideas about personality and character traits that are necessary for success as an entrepreneur. Facilitators should ensure that everyone contributes ideas equally, and recorders should note all responses on a flip chart. Have representatives from each group present findings to the class. Present some typical business situations which would stimulate further discussion. Have the class prepare a list of all the traits.

   The following traits for success as an entrepreneur should be included:
   - takes moderate risks
   - has self-confidence
   - is hardworking
   - sets and achieves goals
   - is responsible
   - is innovative
   - enjoys people
   - has knowledge of technical factors relating to business
   - has knowledge of business factors
   - manages time wisely

   Distribute list to class members to use as a reference when planning a business enterprise.

5. Plan field trips for the class to visit several small businesses. After each visit, students should complete a follow-up worksheet such as the example given below:
   Name of business
   Location/address
   Type of store
   Theme (if any)
   Business hours
   Items sold
   How are prices determined?
   What has helped to make this business successful?
   What do workers contribute to this success?
   Records necessary for operation of this business
   Laws, regulations, and codes that a small business like this has to obey

6. Prepare a personality rating sheet to help students to recognize personal traits that are important to business success. Have each student rate himself/herself for each item using the following scale:

   Questions
   - Are you a self-starter?
   - Do you like people?
   - Can you lead others?
   - Can you take responsibility?
   - Can you organize yourself, activities, and situations?
   - Do you like to work hard?
   - Can you make decisions?
   - Are you trustworthy?
   - Are you in good health?
   - Do you have strong determination?
   - Are you creative, have new ideas?
   - Do you set realistic goals?
   - Do you believe in yourself?
   - Are you willing to take risks?
   - Are you willing to set business success as a priority over other goals?

7. Ask students to role play situations which illustrate the interrelationship between family roles and roles as employer/employee. Suggested scenerios are:

   - Chris's parents want Chris and his/her spouse to travel to Florida over the winter holidays. Chris opened a ski shop in October and is looking forward to the first busy winter season. What conflicting or cooperative roles can result?

   - Art and Helen went into partnership to establish and operate a plumbing service. They agreed that they would take turns working on Saturday. Helen's son wants her to go camping with the boy's club on the weekend that she is scheduled to work. What conflicting or cooperative roles can result?

   - Manuel would like to open a gift shop. His family supports his idea. Now they are trying to devise a work schedule for completing home-management tasks. What conflicting or cooperative roles can result?

   - Students can create further situations where conflicting and cooperative roles can result.

8. Have students identify and interview the owners of small businesses in the immediate area to determine the size of the staff. Discuss the importance of employing good staff people as a means of lowering the cost of operations.

   Write the word **profit** on the chalkboard and discuss the meanings of "profit" with the class. Divide the class into small groups and have each group list as many possible ways that a worker can be a "profit" to a small business. Have groups share responses.

9. Have students role play examples of worker's behavior, attitudes, or practices which cause business failure. Discuss the benefits to the worker if the owner is successful. Discuss the importance of hiring good staff people.

10. Write the following formula on the chalkboard:

    SP-C-OE = P
    Sale Price - Cost - Operational Expense = Profit

    Discuss how a change in any part of the formula will change the profit. Include in the discussion the following changes:
    - broken front display window
    - use of boxes instead of light-weight plastic bags for customers' purchases
    - increase in employee wages
    - increase in community school tax
    - employee arrives late and leaves early
    - double the sale price to customers
    - increase in wholesale price
    - increase in volume of sales

11. Indicate to the students that all efforts are unimportant if there are no customers to buy the product or services. Have students brainstorm methods to encourage sales.

    Examples are:
    - personal selling
    - advertising
    - sales promotion

    Have class list the various advertising media available to small businesses. Evaluate each as to cost, exposure, and effectiveness.

12. Show a merchandising filmstrip emphasizing the principles of attractive display and exhibit. Follow the showing with an evaluation of merchandising displays

in various local stores. Working in groups, have students select a product or products and create a display which illustrates characteristics.

13. Write on the chalkboard or project on the screen the following statement, "GOOD RECORDKEEPING IS A MUST." Ask the students to discuss why they think this statement is correct. Suggestions follow:
    - Required by law
    - Provides information for government agencies, banks, and employees
    - Is a measure of success and goal achievements

    Have students suggest types of information you could gain only from complete and accurate recordkeeping. Ask students what information they think would be important to the tax official, the loan officer, and/or the business owner or manager.

14. Indicate to the class that financial records are not the only records important to the operation of a business. Have class identify and describe personnel records kept by employers, such as:
    - Employee employment record
    - Employee training record
    - Compensation and benefits
    - Employee evaluations
    - Wage and hour records

    Discuss as a class or in small groups the nature of the information contained in each type of record and why it is important to the business operation.

15. Divide the class into three discussion groups. Have them each discuss a related but different situation and report back to the class. Discussion topics could include:
    - The role of the bookkeeper in a small business which has just purchased a small business computer. What up-dated skills should he/she develop? How will her/his job change?
    - Business records and employee tasks which are changed when a cash register reads universal price codes, weighs produce, and calculates customer change.
    - The operational changes that would occur in a small enterprise if society adopted the use of a bank/computer card instead of the use of legal tender (coins and bills).

16. Invite representatives from the Lions Club, Chamber of Commerce, and retail owners/managers to serve on a panel discussing "Running a Business." Have each representative speak to the question, "What are the most important factors in running a business?" Allow sufficient time for students to ask questions which will prepare them to operate an enterprise of their choosing.

17. Use youth leadership organization planning and management processes to guide students in using activities and materials related to entrepreneurship.

18. Consult Cooperative Extension and arrange for speakers, team teachers, and use of materials. Emphasize to the students the use of community resources as a means of gaining information.

19. Use computer programs, videotapes, and/or multimedia related to entrepreneurship.

Conducting An Entrepreneurship Project

In some schools, the career skills will be taught best within a framework of a small enterprise.

a. Use brainstorming to generate ideas for a class entrepreneurship project. Consider all ideas, realizing that there may be several enterprises or one multifaceted enterprise. Possible suggestions to use if brainstorming is exhausted:

   Teen Services — babysitting, clothing repair, lawn maintenance, snow removal, house cleaning, elderly companionship, car washing, typing or filing services (run as separate businesses or combined as a class enterprise). Try to remove gender typing in "odd jobs."

   Teen Products — Distribute a catalog of products, such as: woodworking items, paper products from printshop, vegetable and flower seedlings, small fabric or textile products (pillows, stuffed toys, children's clothes, tote bags), and/or baked goods (cookies, tea breads, preserves).

b. Have each enterprise form a business organization. (Personality ratings completed earlier should be used to make use of the best qualities that each person brings to the organization.) Have students draw an internal organization chart for the enterprise. With

a box representing each position, list the major job tasks in each box.

Some of the steps the class may want to take during the process of planning for a business and then running it might include:
- Think of all possible positions for the business and write up job descriptions for each. Decide upon hourly rate or some kind of remuneration.
- Post job openings.
- Have class members write up resumes and apply for the positions they are interested in.
- Establish management procedures for the business.
- Establish money-handling procedures and what will be done with the profits if there are any.

c. Have students involved with each enterprise (or division of each enterprise) prepare a report on the laws, regulations, and codes to which they should adhere and estimate the cost required to follow the laws, regulations, and/or codes.

d. Have each enterprise (or division of an enterprise) plan and carry out sales promotion campaigns. The campaigns should include personal selling, advertising, and sales promotion to be used for the grand opening of the business as well as a second campaign plan to be used on a continuing basis.

e. For each enterprise, have students keep the *financial* records for the period of operation. Include: daily records of income and expenses; weekly summary of income and expenses; inventory record; customer receipts and credits; balance sheet; item and/or work orders.

f. Have students write advertisements for available positions. Have potential "employees" complete job applications and attend job interviews.

g. For each enterprise or enterprise division, have students keep the *personnel* records for the period of operation. Include: work schedule, time chart, and completion-of-training programs.

h. Have students continue the operation of the enterprise until students have had sufficient experience to reach the goals of the project. Help students to learn from both successes and mistakes as the project progresses. Continual evaluation of goal achievement is essential.

i. Have students analyze what they have learned about themselves and add these comments to their personal file folder.

Suggestions for Students With Special Needs

1. Have students select from a list of small businesses the business they would like to own and run. Students should prepare themselves to answer the following questions:
   a. Why do they see a "need" for business?
   b. Who would be their customers?

2. For special needs students, self-appraisal may be a very difficult task. Therefore, in activities that call for rating oneself, some students may need support of special education personnel.

3. Through concrete examples/definitions, define personal selling, advertising, sales promotion.

4. From a list or collage of advertising techniques, have students classify each technique as a) personal selling, b) advertising, or c) sales promotion.

Additional Suggestions For Students With Special Needs

1. For case study assignments, provide audio tapes of the written materials as a reinforcement for students with difficulty in reading.

2. Provide brief, sequential written and oral directions for students.
   Have students develop a checklist where instructional activities include several steps. As each step is completed, the student can check it off.

3. Allow students to make oral presentations in addition to submitting written work, where appropriate. Students might be permitted to submit audio tapes along with written material.

4. For math related activities, allow for more use of calculators where students can benefit from this assistance.

5. Provide students with vocabulary lists and definitions of key terms to study at home or in their special education program. These lists might also be provided to the student's special education teacher.

6. Allow handicapped students to work with a peer during class demonstrations and group lessons.

7. Encourage handicapped students to maintain a class notebook containing information presented during class, field trips, etc. Periodically, inspect the notebook for organization and sequencing of key points covered during the course.

8. For some students, worksheets and other written material may need to be simplified and organized so as to present concepts in a more gradual manner.

9. Written directions and instruction for class work may be helpful for some students in addition to those provided verbally.

10. Explain theories thoroughly. Provide practical illustrations. Simplify vocabulary by association with familiar words.

11. Instruct the student to practice a task beyond initial mastery. Improvement in learning, retention and transfer will be facilitated by overlearning.

12. Remember the special needs student may require additional review and reinforcement of learned material. In order to facilitate the process, enlist the help of the student's special education teacher or building resource person to assist in providing supplemental instruction. Share manuals, textbooks, vocabulary lists and lesson outlines with this person.

END

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